

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
10 NOVEMBER 2014	Public Report

Report of the Executive Director of Children's Services

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PUPIL PREMIUM - OVERVIEW

1. PURPOSE

- 1.1 This report was requested by the Scrutiny group representative committee to give an oversight of the Pupil Premium Grant (PPG) – both the national context and some information on PPG in Peterborough. A number of actions are suggested about how schools and the council are intending to continue to target improvements in outcomes for children who qualify for the PPG.

2. RECOMMENDATIONS

- 2.1 The committee is asked to review the report and proposed actions and ask for any further clarity / outcomes they wish to explore.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

- 4.1 The PPG was introduced in April 2011 and is allocated to schools to improve outcomes for pupils who have been registered for free school meals, are Looked After or are children of Service Families. Data collected regarding these outcomes refer only to the first two of these groups, with the first being by far the largest group.
- 4.2 The PPG is additional funding to help schools to close the attainment gap between children from low income and other disadvantaged families and their peers. Evidence from national attainment and achievement data indicates that many children eligible to receive free school meals and those that are looked after are not achieving expected levels of progress in reading writing and mathematics and a significant proportion are at risk of truancy or exclusion.

Eligibility

- 4.3 In order to qualify for the PPG, a child has had to be eligible for free school meals. This is a measure of deprivation which is means tested currently through the following definition -
- 4.4 A pupil whose parent/guardian receives one or more of the following benefits is entitled to a free school meal:
- Income Support (IS)
 - Income Based Job Seekers Allowance (JSA(IB))
 - Employment and Support Allowance (Income Related) (ESA (IR))
 - Child Tax Credit (CTC), provided you do not also receive Working Tax Credit
 - and have an annual income, as assessed by the Inland Revenue, that does not exceed

£16,190

- Guarantee Credit element of State Pension Credit
- Support under Part 6 of the Immigration and Asylum Act 1999

Children who receive IS or IBJSA in their own right are also entitled to free school meals.

Funding levels

- 4.5 The levels of funding have increased significantly since its inception and the history of the rates are shown in the table below -

	2011/12 £	2012/13 £	2013/14 £	2014/15 £
Pupils receiving FSM Primary	488	623	953	1,300
Pupils receiving FSM Secondary	488	623	900	935
LAC	488	623	900	1,900
Service Children	200	250	300	300
Children adopted from care, and children who have left care under a special guardianship or residence order	N/A	N/A	N/A	1,900

- 4.6 Appendix 1 shows the levels of funding received by Peterborough annually. The grant total of £11.4m for 2014/15 represents around 8% of the total funding for schools in that year. Appendix 2 outlines the breakdown of schools funding per pupil and how pupil premium funding is distributed. The funding is shown as a net figure and no activity data is shown as numbers in schools are small and may identified those who have applied for FSM.
- 4.7 In 2011/12, It was only children claiming a FSM in January that were eligible for the grant. The definition was widened in 2012/13 to include any child in school who had claimed a FSM in the last 6 years regardless of whether they are still claiming. 6 years was set as a threshold to allow for the fact that a lot of pupils were claiming in primary schools and not claiming when they transitioned into secondary schools.
- 4.8 A separate element of the pupil premium funding has been for establishing a summer school for pupils transferring from primary to secondary school. Summer schools provide an excellent opportunity for secondary schools to help disadvantaged new pupils understand what and how they will be studying in Key Stage 3. It is also an opportunity for schools to help disadvantaged pupils who are behind in key areas such as literacy and numeracy to catch up with their peers.
- 4.9 The DfE run the programme using an opt-in model, so it is for schools to decide whether they take part. We would encourage eligible schools to get involved because:
- Overall, disadvantaged pupils currently underperform in education compared to their peers, with attainment gaps widening as they progress through school, especially at secondary school.
 - Summer schools offer a specific intervention at a crucial stage of education that can help pupils to start secondary education ready to learn.
 - Evidence shows that there can be a dip in performance for pupils as they transfer from primary school to secondary school. Pupils falling behind at this stage sometimes never catch up.
- 4.10 Schools will receive £250 (one week summer school) or £500 (two week summer school) for every Ever 6 FSM/LAC pupil moving to the school in Year 7 who confirms that they want to attend the summer school and who the school delivers a summer school place for. In Peterborough in 2014, 9 secondary schools and 2 special schools operated summer schools and this brought in funding of £125k supporting around 330 pupils. The highest level of funding was £56k supporting 112 pupils in school. One special school had 3 children in their summer school.

Accountability

- 4.11 The Pupil Premium funding can be spent in a number of different ways and there is no required format, however the benefits must be quantifiable. Schools are expected to publish details on their

websites of their PPG allocation and their planned spend for the year ahead. They are also expected to publish a statement for the previous year confirming the funding, how the money has been spent and the impact that this funding has had on pupil outcomes.

- 4.12 During Ofsted inspections there is a particular emphasis on how well gaps are narrowing both within the school and in comparison to national trends with specific reference to children who are entitled to PPG funding. Schools need to ensure that the relevant pupils are clearly identified in the school's tracking system so that evidence of their performance is clear. They will be expected to identify individual and whole school initiatives that have impacted on individual outcomes and how funding has been used to improve these outcomes.
- 4.13 The Ofsted framework states that when evaluating the effectiveness of leaders, managers and governors, inspectors should gather evidence about the use of the PPG in relation to the following key issues:
- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
 - how the school has spent the pupil premium and why it has decided to spend it in the way it has
 - any differences made to the learning and progress of disadvantaged pupils as shown by performance data and inspection evidence.
- 4.14 To show the focus on PPG by Ofsted, our most recent Ofsted inspection at Welbourne Primary school in September 2014 (rated good) made the following comments around pupil premium –
- *The progress made by those entitled to pupil premium funding has narrowed the gaps between their performance and that of other pupils nationally.*
 - *Funding available through the pupil premium is used effectively to help eligible pupils to take a full part in school life, and benefit, where appropriate, from specific material resources and additional help from adults. The impact of this is evident in the narrowing of the gaps in achievement between eligible pupils and others over the past year, and the higher standards now achieved by disadvantaged pupils.*
 - *Governors track finances well and lead the school in deciding how to spend additional money, such as that to support pupils eligible for the pupil premium or to extend sports and physical education opportunities.*
 - *Teachers' use of assessment information and other data is good and improved since the previous inspection. They are more aware of how different groups are learning in lessons, and modify their practice to make sure that everyone does well. This has had a very positive impact on the progress made and levels achieved, particularly by those pupils eligible to support from the pupil premium.*
 - *In 2013, the attainment of Year 6 pupils supported through the pupil premium funding in mathematics, reading and writing was between one and two terms behind pupils nationally and a term behind other pupils in their year group in reading and mathematics, although they did better than their peers in writing. Last year, the school significantly narrowed the gap between the attainment of these pupils and others, especially in reading and mathematics, because of the continuing focus on the progress these pupils make.*
- 4.15 From 1st September 2012, the DfE requires schools to publish online information about how much Pupil Premium they receive and how they have used it. This is documented in The School Information (England) (Amendment) Regulations 2012 as -*'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'*.
- 4.16 An outstanding example from a Peterborough Primary school, Hampton Hargate, is shown in appendix 3 which meets these requirements for publication. Appendix 4 is a policy developed by the school on their approach to pupil premium – this again is excellent practice.
- 4.17 Pupil premium has been a focus area of the school improvement team and also the work of the

school to school support arrangements in triad groupings.

5. KEY ISSUES

- 5.1 Peterborough has a relatively high level of pupils accessing PPG funding although due to issues around claiming free schools meals, the numbers are probably slightly depressed from the actual level of deprivation in the city. We currently do not have any detailed data relating to 2014 outcomes but the tables below show the position of free school meal children against national positions. Pupil premium data varies slightly from FSM data due to the ever 6 methodology but the data below gives a good proxy on performance. Outcomes of PPG children have historically been poor although recent years show signs of improvement -

Primary

5.2

Y1, Y2 and Y6 (Key Stage 1 and Key Stage 2)	2013 FSM Pboro	2013 FSM Nat	2013 FSM Gap Pb v Nat	2013 All Pupils Gap Pb v Nat
Year 1 Phonics Screening Check	50	57	-7	-9
Year 2 L2b+ Reading	61	67	-6	-5
Year 2 L2b+ Writing	46	52	-6	-8
Year 2 L2b+ Maths	62	66	-4	-6
Year 6 L4+ R,W&M	60	64	-4	-4
Year 6 EP Reading	83	84	-1	-1
Year 6 EP Writing	89	89	0	+1
Year 6 EP Maths	82	84	-2	-1

- 5.3 There is a gap to national but this is broadly in line with the overall results at the time. The gaps at KS2 are lower than those earlier in the education system. The challenge about standards on entry and in the early stages of primary is one that has been recognised by the DfE. In an announcement in October, the DfE is setting up an early years PPG for 3 and 4 year olds. This will give £300 for up to 900 pupils in Peterborough who meet the free school meal criteria.

Secondary

5.4

Year 11 (Key Stage 4)	2012 FSM Pb	2012 FSM Nat	2012 FSM Gap Pb v Nat	2013 FSM Pb	2013 FSM Nat	2013 FSM Gap Pb v Nat	2012 All Gap Pb v Nat	2013 All Gap Pb v Nat
5+ A* - C incl Eng&Maths	26	38	-12	34	41	-7	-9	-4
5+ A* - C	70	70	00	74	71	+3	+1	+4
Expected Prog English	42	54	-12	53	56	-3	-6	-2
Expected Prog Maths	37	51	-14	47	54	-7	-8	-4

- 5.5 Whilst the size of the gap has fallen, it remains significant and an area of ongoing focus. In 2012, in a report by Ofsted called 'Unseen children' report, Peterborough's outcomes at GCSE were the

lowest nationally. However, in this year's update, 'The Pupil Premium – update' Ofsted commented that '*many of the lowest attaining local authorities for free school meal eligible pupils have improved their performance. Peterborough and West Berkshire are two of the most improved, increasing their attainment for this group by 10 and nine percentage points, respectively, in 2013*'.

- 5.6 Peterborough increased by 10.3% on % of FSM eligible students attaining GCSE benchmark – the third highest increase nationally. Whilst still in the lowest quartile, this is a significant increase from 2012, when we were in the bottom quartile.

Improving outcomes

- 5.7 In order to raise the profile, all heads were invited to meet with John Dunford, the government appointed pupil premium champion in February. He gave an overview of the legislation and covered best practice and the future direction of government policy in this area. Since this time a lot of work has been ongoing including the following -

- Continue to support the Achievement for All programme which targets pupils underperforming including SEN and pupil premium and focused in on improvement.
- The formation of a pupil premium leads group for secondary school, facilitating the sharing of effective practice and bringing together lead teachers from our secondary schools.
- Continuation of our plans to form a similar group for primary schools, which we hope to have operational by November.
- Supporting the development of pupil premium champion in every school.
- Focus on sharing good practice regarding the effective use of pupil premium grant in primary schools including collating and publishing schools pupil premium statements.
- Improving data analysis, tracking and predictions on pupil premium cohorts.
- Focus on pupil premium in schools causing concern and in local authority reviews of schools
- Ensuring pupil premium has a high profile with heads, teachers, governors and parents.
- Facilitating events to bring best practice from across the country including presentation from heads which have won pupil premium awards.
- Focus schools on academic research – appendix 5 outlines some of the characteristics of schools with good pupil premium outcomes and those who underperform.
- Ensuring schools are aware of materials and resources available for them including those produced by the Education Endowment Foundation (EEF) and the excellent Sutton Trust toolkit which evaluates interventions based upon their costs and success.

- 5.8 We also continue to try and encourage schools to sign pupils up for free school meals to ensure qualification for pupil premium. We are concerned about the impact of the Universal Infant Free School meal programme which may mean parents don't apply as all infant get a meal provided for free.

6. IMPLICATIONS

- 6.1 There are no legal or financial implications to this report.

7. CONSULTATION

- 7.1 Not applicable.

8. NEXT STEPS

- 8.1 It is proposed that pupil premium features as a focus on the education focus group.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 None

10. APPENDICES

- 10.1 Appendix 1 – Funding number and rates for Pupil Premium 2011/12 to 2014/15 for Peterborough
Appendix 2 – Funding levels for Peterborough schools including pupil premium 2014/15
Appendix 3 – Pupil Premium Statement – Hampton Hargate
Appendix 4 – Pupil Premium Policy – Hampton Hargate
Appendix 5 – Ofsted - How schools are spending the funding successfully to maximise achievement

Appendix 1 – Funding for Pupil Premium in Peterborough since 2011/12

	2011/12			2012/13			2013/14			2014/15		
	No of pupils	Unit Value	Allocation	No of pupils	Unit Value	Allocation	No of pupils	Unit Value	Allocation	No of pupils	Unit Value	Allocation
Ever 6 Pupils - Primary*	5,289	488	2,580,788	8,167	623	5,087,792	8,963	900	8,066,700	5,756	1,300	7,483,350
Ever 6 Pupils - Secondary*										3,747	935	3,503,153
Service Pupils**	297	200	59,400	257	250	64,250	257	300	77,100	288	300	86,400
LAC	184	488	89,792	188	623	117,124	188	900	169,200	212	1,900	402,800
Total			2,729,980			5,269,166			8,313,000			11,475,703

*Includes Academies

**Excludes Academies

Appendix 2 – Breakdown of Schools Funding including allocation of Pupil Premium

School Name	Total Schools Block Allocation	Allocation per Pupil (Schools Block only)	Pupil Premium	Allocation per Pupil (including Pupil Premium)	Total Number of Pupils
Abbotsmede Primary School	£1,639,000	£4,466	£202,800	£5,019	367
All Saints' CofE (Aided) Primary School	£1,476,000	£3,718	£126,000	£4,035	397
Barnack CofE (Controlled) Primary School	£586,000	£4,014	£30,100	£4,220	146
Bishop Creighton Primary School	£989,000	£4,475	£119,600	£5,016	221
Braybrook Primary School	£1,065,000	£4,193	£133,200	£4,717	254
Brewster Avenue Infant School	£749,000	£4,256	£69,500	£4,651	176
Castor CofE Primary School	£608,000	£4,000	£26,000	£4,171	152
Discovery Primary School	£1,854,000	£3,784	£237,800	£4,269	490
Dogsthorpe Infant School	£1,131,000	£4,236	£118,600	£4,680	267
Dogsthorpe Junior School	£1,431,000	£4,089	£223,600	£4,727	350
Eye CofE Primary School	£1,265,000	£3,614	£106,200	£3,918	350
Eyrescroft Primary School	£1,529,000	£3,803	£216,450	£4,342	402
Fulbridge Academy	£2,524,000	£3,842	£286,000	£4,277	657
Gladstone Primary School	£1,903,000	£4,296	£185,200	£4,714	443
Gunthorpe Primary School	£1,483,000	£3,997	£197,200	£4,529	371
Hampton Hargate Primary School	£1,956,000	£3,298	£154,000	£3,558	593
Hampton Vale Primary School	£1,796,000	£3,351	£169,800	£3,668	536
Heritage Park Primary School	£824,000	£3,943	£44,600	£4,156	209
Highlees Primary School	£1,552,000	£4,264	£244,400	£4,935	364
John Clare Primary School	£452,000	£4,475	£7,100	£4,546	101
Leighton Primary School	£1,473,000	£3,856	£240,700	£4,486	382
Longthorpe Primary School	£1,539,000	£3,682	£84,000	£3,883	418
Middleton Primary School	£1,307,000	£4,110	£181,300	£4,680	318
Nene Valley Primary School	£1,018,000	£3,636	£33,100	£3,754	280
Newark Hill Primary School	£1,784,000	£3,772	£175,500	£4,143	473
Newborough CofE Primary School	£773,000	£3,771	£33,400	£3,934	205
Northborough Primary School	£740,000	£3,737	£37,700	£3,928	198
Norwood Primary School	£774,000	£3,909	£50,700	£4,165	198
Oakdale Primary School	£776,000	£3,804	£41,900	£4,009	204
Old Fletton Primary School	£1,269,000	£3,788	£142,100	£4,212	335
Ormiston Meadows Academy	£1,029,000	£4,166	£170,600	£4,857	247
Orton Wistow Primary School	£1,089,000	£3,393	£52,000	£3,555	321
Parnwell Primary School	£1,202,000	£4,262	£174,800	£4,882	282
Paston Ridings Primary School	£1,989,000	£4,059	£308,100	£4,688	490
Peakirk-Cum-Glinton CofE Primary School	£738,000	£3,746	£26,900	£3,883	197
Queen's Drive Infant School	£1,068,000	£4,377	£74,100	£4,681	244
Ravensthorpe Primary School	£949,000	£4,314	£107,400	£4,802	220
Sacred Heart RC Primary School	£850,000	£4,067	£31,500	£4,218	209
Southfields Primary School	£1,645,000	£3,697	£212,500	£4,174	445
St Augustine's CofE (Voluntary Aided) Junior School	£803,000	£3,995	£90,800	£4,447	201
St Botolph's Church of England Primary School	£1,352,000	£3,539	£66,500	£3,713	382

School Name	Total Schools Block Allocation	Allocation per Pupil (Schools Block only)	Pupil Premium	Allocation per Pupil (including Pupil Premium)	Total Number of Pupils
St John's Church School	£1,119,000	£4,320	£199,800	£5,092	259
St Thomas More RC Primary School	£1,646,000	£4,044	£131,300	£4,367	407
Stanground St Johns CofE Primary School	£794,000	£4,135	£108,200	£4,699	192
The Beeches Primary School	£2,603,000	£4,219	£288,600	£4,687	617
The Duke of Bedford Primary School	£706,000	£3,755	£54,400	£4,045	188
Thorpe Primary School	£1,650,000	£3,957	£99,100	£4,194	417
Watergall Primary School	£1,337,000	£4,178	£202,100	£4,810	320
Welbourne Primary School	£740,000	£4,654	£92,600	£5,236	159
Welland Academy	£1,411,000	£4,522	£217,400	£5,219	312
Werrington Primary School	£1,459,000	£3,499	£77,200	£3,684	417
West Town Primary School	£1,295,000	£4,331	£114,400	£4,714	299
William Law CofE (Aided) Primary School	£2,078,000	£3,330	£187,400	£3,630	624
Winyates Primary School	£904,000	£4,543	£172,900	£5,412	199
Wittering Primary School	£1,057,000	£3,421	£97,300	£3,736	309
Woodston Primary School	£993,000	£4,355	£115,700	£4,863	228

Arthur Mellows Village College	£6,017,000	£4,586	£209,480	£4,746	1,312
Hampton College	£4,265,000	£4,880	£205,225	£5,115	874
Jack Hunt School	£8,080,000	£5,615	£483,995	£5,951	1,439
Ken Stimpson Community School	£4,968,000	£5,724	£291,615	£6,059	868
Nene Park Academy	£4,021,000	£5,195	£228,838	£5,491	774
Ormiston Bushfield Academy	£4,209,000	£5,734	£281,765	£6,118	734
St John Fisher Catholic High School	£3,669,000	£5,976	£265,205	£6,408	614
Stanground Academy	£5,537,000	£5,011	£315,060	£5,296	1,105
The King's (The Cathedral) School	£3,890,000	£4,791	£69,030	£4,876	812
The Voyager Academy	£6,463,000	£5,940	£462,323	£6,365	1,088
Thomas Deacon Academy	£9,410,000	£5,281	£504,213	£5,564	1,782

Appendix 3 – Example Pupil Premium Statement

Hampton Hargate Primary School - Pupil Premium: 2014/15

Context of School

Hampton Hargate Primary School is a three form entry school in Peterborough. We cater for Reception to Year 6 and provide extended provision from 7.45am to 6.00pm each day.

We encourage and promote high aspirations and ambitions for our pupils and we believe that no child should be ignored. We strongly believe that all children should be given the opportunity to achieve and our job is to encourage and extend their passion and thirst for knowledge, resulting in pupils realising their full potential.

We are committed to ensuring that Pupil Premium Funding is spent to maximum effect.

Key facts

- Our school community promotes and encourages high expectations of all pupils
- Outcomes at the end of Key Stage 2 in July 2014 remained consistently high and Pupil Premium children have closed or reduced the gap significantly since 2011 to now be inline or above National.
- Ofsted (Sept 2010) noted: *“This is a good school which has made great strides in its provision since the last inspection. As a result of better and more consistent teaching, pupils make good progress throughout the school. In particular, teachers now routinely plan different work for different ability groups, making increasingly good use of the school’s assessment data to do so. This ensures all make similarly good progress, including those with special educational needs and/or disabilities, and those who start the school at different times.”*
- We are engaged in and committed to partnership working with a wide range of schools and organisations which strongly enhances our provision and supports our local community.
- The school has excellent partnerships with a range of agencies and works extremely effectively with external agencies to support all pupils and families in need of help.
- Accreditations reflecting our best practice include: SFVS – School Financial Value Standard; Healthy School Mark; Core Offer in Extended School Provision; Stephen Lawrence Award; ECO Bronze Award; Inclusion Charter Mark

Recent Initiatives / Improvements:

- Further improved performance at KS2
- Increased percentages of children working at or above age related levels
- Gap between key groups has been significantly narrowed in all Key Stages
- Improved phonics scores and continue to be well above National
- Team Leaders established across each phase (5/6, 3/4, 1/2, Rec) continue to improve quality of teaching, ensure greater consistency in practice and expectations thus reducing any within school variance
- Earlier intervention in place in years 1/2, 3/4 and EYFS
- Early identification and intervention for pupils new to our school
- Outstanding behaviour achieved through revision of whole school approach - introduction of “It’s Good to be Green” scheme spring 2014
- Booster clubs set up across KS2 which take place after school, during lunchtimes Easter holidays and 'Saturday school'
- New ICT infrastructure, including the use of net books, chrome books and ipads allows ICT to be delivered in classes as well as new touch screens in Years 2,3 and 4.
- Reorganised library and teaching space to support teaching of reading and 1:1 / small group interventions and extensive new reading initiatives and resources
- Outstanding safeguarding procedures and systems (Ofsted September 2010)
- Increased uptake of extended school provision
- Increased sports provision in school time and after school clubs

- Increased musical instrument opportunities
- Additional purchase of Numicon to further support children's understanding in maths, especially in relation to number and calculation
- Family Support Worker
- Sleep Solutions – pupil support
- SEN agencies including Educational Psychologist, Support for Learning

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. This can sometimes be for a short period of time but can also be long running and stressful for the child. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have developed an excellent track record of ensuring that pupils make good or better progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. 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 age related expectations as they move through the school.

Furthermore, children who join our school in Reception are proven to make better progress and higher attainment than those who join throughout KS2 proving that the longer you are in our school, the better your attainment and progress. Those that join during KS2 still make progress but the time available to increase this progress can be far less.

We have started each year looking at and considering the needs of our school, the context and the successes of previous years and initiatives/interventions. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

Staff believe in ALL children

There are “no excuses” made for underperformance

Staff adopt a determined and informed approach to overcoming barriers

Staff support children to develop positive mindsets towards learning and enthusiasm towards challenge

Analysing Data

We will ensure that:

All teaching staff and relevant support staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses

We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective but also look at what we believe will best benefit, support and extend our pupils and their progress

Identification of Pupils

We will ensure that:

All teaching staff and appropriate support staff are involved in analysis of data, identification of pupils and implemented interventions

All pupil premium children benefit from the funding, not just those who are underperforming
Underachievement at all levels is targeted (not just lower attaining pupils)

We identify appropriate support and interventions based upon our professional judgment and knowledge of the pupils and not just on research or recommendations

Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Senior Leadership Team to:

- Set and promote high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Report back to all SLT and teachers on strengths and areas for development relating to the quality of teaching
- Provide and encourage high quality CPD
- Improve assessment through joint levelling and moderation exercises as part of KS Teams and whole school staff sessions

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention in KS1 and EYFS as well as in year admissions to our school
- Extended learning out of school hours and lunch times

Individualising support

We ensure that there is no stigma attached to being in an intervention at our school. We believe that every pupil, at some point in their schooling, needs something, whatever that might be.

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 additional support staff and class teachers communicate regularly to support the next steps for the child/ren
- Using teachers and TAs to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Family Support Worker
 - Family Action
 - School nursing
 - Talk-time/relate
- Providing extensive support for parents
 - To develop their own skills (ESOL, Literacy, ICT, Family Support Worker, School Nurse)
 - To support their children's learning within the curriculum (meetings with teachers, with Every Child A Reader and/or Every Child Counts lead, Pupil Premium Leaders etc)
 - To manage in times of crisis (behaviour, bereavement, separation, housing)
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions)
- Recognising and building on child's strengths to further boost confidence, enthusiasm and self-esteem

Going the Extra Mile

In our determination to ensure that all children succeed we recognise the need for and are committed to providing individualised interventions as appropriate for set periods of time to support children in times of crisis.

Funding Priorities

Our aim is to further increase the percentage of outstanding teaching & learning across the school. We also continue to reduce the use of casual supply staff as we use our own contracted staff to ensure consistency and continuity for all pupils in our school. We aim to maintain our high standards further in all subject areas, by enthusing children to become avid learners. We also plan to extend reading resources, encourage more parent/grandparents in school to listen to readers and focus on improving home reading.

We continue to promote collaborative learning opportunities which in turn develop the child's speaking and listening skills. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve. Particularly in upper KS2, the teachers involve the children in identifying their next steps and ways of achieving their targets (not just academic targets). We are determined to ensure that the percentage of children working at age related expectations and above plus the percentage of pupil's making expected progress or better at end of KS1 and 2 increases further.

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	630
Total number of pupils eligible for PPG	122
Amount of PPG received per pupil	£1300
Total amount of PPG received	£154,700

YearGroup	Item / Project	Objective	Impact/Outcome
5 / 6	Boosters HA and LA	Extending School Hours Programme of revision for SATs	Increased attainment in KS2 English and maths (Assessment Data)
	Level 6 provision – maths / English	Drawing in expertise Extended provision for higher attaining children	Increased attainment at Level 6
	One to one tuition	Individualising support at all level Targeted support for children to address misconceptions, gaps and weaknesses	Increased confidence (Discussion) Increased attainment in English and maths (Assessment Data)
	Small groups in writing and maths – HA and LA	Individualising support at all levels Small group work to extend children's writing and maths skills	Increased attainment in writing and maths (Assessment Data) All children progress at least 2 / 3 sub levels progress (Assessment Data)
	Easter School	Extending Learning Time Programme of revision for SATs	Increased attainment in KS2 English and maths (Assessment Data)
	Saturday school	Extending School Hours Programme of revision for SATs	Increased attainment in KS2 English and maths

YearGroup	Item / Project	Objective	Impact/Outcome
			(Assessment Data)
3 / 4	Small groups in writing and maths – HA and LA	Individualising support at all levels Small group work to extend children's writing and maths skills	Increased attainment in writing and maths (Assessment Data) All children progress 2 / 3 sub levels progress (Assessment Data)
	One to one tuition	Individualising support at all levels Targeted support for children to address misconceptions, gaps and weaknesses	Increased confidence (Discussion) Increased attainment in English and maths (Assessment Data)
1 / 2	Boosters – HA and LA	Extending Learning Time Programme of revision for SATs	Increased attainment in KS1 English and maths (Assessment Data)
	Small groups phonics, writing and maths – HA and LA	Individualising support at all levels Small group work to extend children's writing and maths skills	Increased attainment in writing and maths (Assessment Data) All children progress at least 2 / 3 sub levels progress (Assessment Data)
EYFS	Additional TA in EYFS	Individualising support at all levels Targeted for identified children with significant SEN	SEN children settle well and quickly, making good progress (Discussion, Observations and Assessment Data)
	IPads	Extending resources and using ICT to raise attainment 3 ipads for EYFS to support literacy and numeracy	Increased % of children working at a good level of development in reading, writing and number
Whole school	Team Leaders	Promoting high quality daily teaching and sharing expertise: <ul style="list-style-type: none"> • Setting high expectations • Developing teachers' practice • Ensuring consistent implementation of school initiatives • Facilitating sharing good practice • Improving quality of assessment • Planning for and delivering interventions • Quality assurance • Data analysis • Monitoring and evaluation 	Improved quality first teaching <ul style="list-style-type: none"> • 100% good or better teaching • 35% outstanding teaching Consistent implementation of practice and expectations across school (Lesson observations / Monitoring file) Increased % of children working at or above age related expectations (Assessment Data) <ul style="list-style-type: none"> • 100% children making 2 sub levels + progress by the end of KS2
Whole School	Deputy and Assistant Headteachers	To monitor and track the progress of PP children; liaising with relevant staff ensuring that all children are receiving relevant and appropriate opportunities.	to enable the gap to be narrowed and closed in the learning for these identified pupils.

YearGroup	Item / Project	Objective	Impact/Outcome
		<ul style="list-style-type: none"> · Setting high expectations · Developing practice. · Reporting to Governors · Reporting to Head teacher · Monitoring progress and data · Regular meetings with the PP teachers to discuss progress and next steps · Key link between staff and additional interventions INSET to staff regarding new initiatives and updates on PP	
	Outside activities; theatre visits, author visits	Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experiences and extend their thinking.	Children share new experiences with other children and build on this by using it as a point of reference to build on. Enables them to a first hand experience to apply to their learning through maths and literacy projects. Inspire children's creativity.
	Library development – teaching space Reading Books	Improving conditions for learning: Library and teaching space created to raise the profile of reading across the school. Enable whole classes to use the library, provide children with greater choice of reading materials.	Increased attainment in reading across the school Evidence of greater enjoyment and love of reading
	Numicon	Extending resources: Introducing a multi-sensory maths teaching resource to help children make connections with numbers, create good mental pictures of numbers, so they can solve problems more effectively.	100% children make 2 sub level progress in maths by the end of KS2
	Targeted parents' meetings (Family Support Worker)	Engaging Parents in learning: Targeted parents meetings providing support / guidance with regard curriculum, children's levels and next steps Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning	Discussion with parents Targeted children make accelerated progress Improved attendance (Attendance analysis)
	Nurture Groups	Building Belief: Providing additional support for children with a range of needs – emotional, social, behavioural, attendance /	Barriers to learning are overcome and targeted children make 2 sub levels+ progress

YearGroup	Item / Project	Objective	Impact/Outcome
		punctuality etc.	
	Ipads for SEN	Extending resources and using ICT to raise attainment: 3 x ipads for SEN to support literacy and numeracy	Increased % of children make 2/3 sub levels progress in reading, writing and number
	Outside activities – theatre visits, author visits.	· Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experiences and extend their thinking.	Children share new experiences with other children and build on this by using it as a point of reference to build on. Enables them to a firsthand experience to apply to their learning through maths and literacy projects. Inspired the children's creativity.

Impact of Pupil Premium Spending

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough to ensure we can quickly identify any issues and develop sensible strategies and interventions to encourage and promote improvement.

- 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
- Pupil Progress meetings each term are used to ensure the identification of children is reviewed and good or better progress is being made
- 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 on attendance and behaviour
- All members of SLT maintain an overview of pupil premium relating to their own KS Team as well as having an overview of the whole school position/progress
- Governors are updated termly and challenge the school on both progress and spending
- Raise Online data identifies a closing of the gap and that children are making good or better progress over time with improving 3 year trend data.

Pupil Premium support/interventions in addition to PP sessions

Reception Interventions

Fine motor skills 1:1 support & small group work.
Challenge
Phonic interventions
Paston Pack interventions
Social skills groups
Target Readers
Sensory Circuits
Write From The Start

Year 1 Interventions

Target readers (daily and weekly)
Target writers
Phonics
Writing boosters
Number boosters
EAL support
Target maths groups – weekly
Sensory Circuits
Toe-by-toe
Paston Pack
Every Child A Reader (Estella Todisco)
Word Wasp
Sunshine Club

Year 2 interventions

Reading skills booster
Writing skills booster
(inc. handwriting)
Phonic booster group
Target readers
Toe by toe
Numeracy booster
Sensory Circuits
Maths work with ECC (Tessa Brooker)
Every Child A Reader (Estella Todisco)
1st Class @ Number
Word Wasp

Year 3 Interventions

Literacy booster
Numeracy booster
Social skills
Paston pack
Supported spelling
Numbers count
Handwriting
Family support worker
Sunshine club
Sensory Circuits
Hornets Phonics Programme
Target readers
Toe-by-toe
One plus One
Sensory Circuits
Word Wasp

Year 4 interventions

Literacy booster
Numeracy booster
Social skills:
Chatterbox
School of Dreams
Early Starters
Paston pack
Supported spelling
Numbers count
Handwriting
Family support worker
Sunshine club
Sensory Circuits

Year 5 Interventions

Spellings
Boosters – all teachers running one
Focus groups with Mrs Bird
Next steps support – assisting children
Target readers
Supported spellings
Sensory Circuits
1:1 support
Mental Maths targeted group
MAG&T Literacy group

Year 6 interventions

Booster groups with teachers
Target readers
Booster groups with head
Toe by toe

Sensory circuits
Small group support in lessons
Focused interventions in lessons
Supported spelling
Some 1:1 supported as required in the lessons
Sensory Circuits
Maths support from ECC lead (Tessa Brooker)
Early Starters
Chatterbox
School of Dreams
Rapid Reading
MAG&T Booster Groups
Easter and Saturday School booster



Hampton Hargate Primary School

Pupil Premium Policy

Date: March 2014

Review date: March 2016

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEN pupils, Children in Care (CiC), EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different childrens needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the Child Protection folder which is in each classroom and key locations around the school.

1. Introduction

At Hampton Hargate Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

2. Background

The pupil premium is a new government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Hampton Hargate Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to “close the gap” regarding attainment.

3. Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “onesize fits all”.

4. Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- 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

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
- Early mornings and after school
- Saturdays
- Easter holidays

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

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 additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Beanstalk – volunteer readers o School Home Support
- Providing extensive support for parents to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money) to support their children’s learning within the curriculum and to manage in times of crisis
- 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 (e.g. providing Turkish GCSE classes)

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

5. Monitoring and Evaluation

We will ensure that:

- 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 support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- 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 on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

6. Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data
- Use of research
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- An overview of spending
- Total PPG (pupil premium grant) received
- Total PPG spent
- Total PPG remaining
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

This policy will be reviewed every two years.

Review date

This policy was adopted by the Full Governing Body on 27th March 2014

Signed on behalf of the Governing Body

Date

Appendix 5 – Ofsted - How schools are spending the funding successfully to maximise achievement

The report outlines the characteristic as follows -

Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:

- carefully ringfenced the funding so that they always spent it on the target group of pupils
- never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
- thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
- drew on research evidence (such as the Sutton Trust toolkit⁴) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
- understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects
- used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
- made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve
- systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it
- ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
- ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress
- had a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website
- provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
- had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings
- thoroughly involved governors in the decision making and evaluation process
- were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.²

Where schools were less successful in spending the funding, they tended to have at least some of the following characteristics. They:

- had a lack of clarity about the intended impact of the spending
- spent the funding indiscriminately on teaching assistants, with little impact
- did not monitor the quality and impact of interventions well enough, even where other monitoring was effective
- did not have a good performance management system for teaching assistants and other support staff
- did not have a clear audit trail for where the funding had been spent
- focused on pupils attaining the nationally expected level at the end of the key stage (Level 4, five A* to C grades at GCSE) but did not go beyond these expectations, so some more able eligible pupils underachieved
- planned their Pupil Premium spending in isolation to their other planning, for example, it was not part of the school development plan
- compared their performance to local rather than national data, which suppressed expectations if they were in a low-performing local authority
- compared the performance of their pupils who were eligible for free school meals with other eligible pupils nationally, rather than all pupils, again lowering expectations

- did not focus their pastoral work on the desired outcomes for pupils and did not have any evidence to show themselves whether the work had or had not been effective
- did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated.