

Pupil Premium

Q: What is the Pupil Premium?

A: The Pupil Premium is a grant allocated to schools in addition to the main school budget. It is awarded on the basis of the number of children eligible for Free School Meals (FSM). The funding is seen by the Government as a way to address the current inequalities between children eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked After Children face additional barriers to reaching their potential and so these children too will receive a premium.

‘It is for schools to decide how the Pupil Premium, allocated to schools for FSM pupil, is spent, since they are the best placed to assess what additional provision should be made for the individual pupils within their responsibility’ (source: Department for Education website)

As you see schools are free to spend the Pupil Premium as they see best. However, we are still held accountable for how we have used the additional funding to support pupils from low-income families.

New measures are included in performance tables that will capture the achievement of those pupils covered by the Pupil Premium.

Q: Who makes sure the money is well spent?

A: The Pupil Premium Governor, Mrs Jude McGill and the Head Teacher, Ms Julie Church meet to check Pupil Premium pupil progress & ensure that the Pupil Premium allocation for our school is being spent efficiently. The Headteacher and teachers meet regularly to discuss the progress of pupil premium pupils and adjust the school’s strategy as appropriate.

Q: Could my child be eligible for Pupil Premium?

If you are wondering whether your child could be eligible for the Pupil Premium grant, please take a look at the link below or contact the school office for advice.

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Pupil Premium Strategy 2017 – 2018 Salhouse

1. Summary information			
School	Salhouse VC Primary School		
Academic Year	2017-2018	Total PP budget	Date of planned external PP Review Feb 2018
Total number of pupils		£29,140	Date of planned internal PP review Jan 2018

2. Barriers to future attainment		
In-school barriers		
A.	Low starting point	
B.	Low self confidence in ability	
C.	Developmental needs particularly related to poor mental health	
D.	Challenging/risk taking behaviour	
External barriers		
E	Family Environmental Factors	
F	Parenting capacity	
G	Capacity of small school	
3. Desired outcomes		
	Outcomes	Success criteria / impact as evident June 2018
A.	Accelerated progress	Meeting age related or above expectations by July 2018 Progress evident in books and formative assessment
B.	Confident and independent learning behaviours	Able to effectively self-assess Able to constructively use and give feedback Able to celebrate own achievements Fully engaging with lessons
C.	Full access to curricular and extracurricular activities with positive social integration	Pupils spending less time away from the classroom

D.	Behaviour managed to reduce negative impact on own and others' learning	Pupils reporting feeling happier and safer Sustainable friendships Pupils better regulating emotions Staff applying CPD Decrease in exclusions Pupils more fully accessing curriculum Good pupil progress Attainment targets met Positive relationships with adults
E / F	Parents and carers supported to get back on track with a focus on child's education, health and safety	Effective parent partnership Effective multi agency partnership Systems in place for assess/plan/do/review cycles Good attendance Improved home learning environment
G	Increased capacity to provide targeted support and challenge	Academic needs identified through accurate and timely assessment and met through quality first teaching and/or targeted intervention

4. Planned expenditure

Academic year

2017-2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress	Quality first teaching/retaining outstanding class teacher	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)	Lesson Observations Pupil Perception surveys Pupil Progress monitoring Appraisal INSET Resourced	Assessment Lead SC Pupil Progress JC Appraisal JC SENDCo JE Planning Teachers	Half termly pupil progress reviews
Confident and independent learning behaviours	Thrive activities Support to participate in extracurricular activities and visits High quality feedback Personalised planning Support with self and peer assessment Coaching for staff, Year 6 and for vulnerable pupils	Collaborative learning done well is of moderate impact with low cost Approaches which promote talk and interaction between learners tend to result in the best gains Feedback is of high impact for low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education and Endowment Foundation)	Book Scrutiny Celebration of achievements Good parent partnership Pupil Perception Lesson Observation THRIVE screening INSET Resourced	Coaching JC Monitoring SLT and Gobs THRIVE AF/JE	Half termly pupils progress reviews Appraisal reviews

<p>Full access to curricular and extracurricular activities with positive social integration</p> <p>Behaviour managed to reduce negative impact on own and others' learning</p> <p>Parents and carers supported to get back on track with a focus on child's education, health and safety</p>	<p>THRIVE Kingfisher Room as a support to inclusion and integration Pupil and Family Support Worker Support to access extracurricular activities Designated roles and responsibilities for Y5/Y6 pupils Regular CPD for all staff re inclusion Support training for 5 DSL's across service Additional classroom assistant in Y5/6 Additional 1:1 classroom assistant in Y1/2 Transition / joint working between pre school/school Systems in place for early Intervention Pupil and Family Support Team meetings Dedicated Pupil and Family Support Worker</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>There is evidence that working with CAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.Research which focuses on classroom assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average (EEF)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF)</p> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF)</p>	<p>THRIVE Reviews PAFS Systems/minutes Monitoring use of Kingfisher room Parental satisfaction Pupil feedback Appraisal Reviews Governor monitoring Training logs Pupil Progress meetings Supervisions School data Agency feedback</p>	<p>Overview SLT Kingfisher and PAFS AF/JC Transition AB/LP</p>	<p>Half termly PAFS Meetings</p>
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Increased capacity to provide targeted support and intervention	PAFS team Early Intervention Increase classroom assistants Employ volunteers to support reading and maths Employ 0.1 of teacher to support/monitor reading of PP children HT to coach Year 6 Y6 teacher with dedicated time to lead interventions for her class High quality early years setting and transition	Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the greater the impact. Moderate impact for moderate cost. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Moderate impact for low cost(Education and Endowment Foundation) Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families (EEF)	Monitoring books Assessments Pupil feedback Monitoring planning Time for professional dialogue between teachers and Higher level teaching Assistant	SLT PP Reading JT	Spring Term 2
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ii. Targeted support

The progress, attainment and wellbeing of individual pupil premium children and other vulnerable groups will be focussed on as an essential part of half termly Pupil Progress meetings between the headteacher and individual teachers. The progress of pupil premium children will also be a focus of the half termly of representative Pupil and Family Support meetings. Data from these meetings is fed back to staff, SENDCo, SEND consultant, Designated Safeguarding Leads, Assessment Lead and Governors. Data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. The school aims to sustain a 'team around the child' approach.

iii. Other approaches

	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Attendance tracking and first day calling	Work with Attendance Enforcement Officer Regular attendance tracking meetings Feedback to parents Training	JC RC	termly
	Rigorous pupil progress monitoring and feedback to staff	Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer coaching model	JC	Half termly
	Pupil and Family Support Team	Scheduled meetings Clear Assess/Plan/Do/Review plans shared with staff	JC AF	Half Termly
	Cluster moderation and peer support	INSET to include cluster moderation and peer support events Attendance monitored Appraisal	JC	termly

	Celebratory solutions focussed ethos	THRIVE approach Growth Mind set Embed core values 'Children first' Parent partnership Celebration assemblies	ALL	ongoing
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Key Expenditure	
% of Pupil and Family Support Worker	£15,000
0.1 teacher/week	£3,500
Additional CA time in Y5/6	£ 8,000
Resources for interventions	£500
Support with extra-curricular activities and visits	£500
CPD	£1000
THRIVE	
Resources for Kingfisher Room	£500

Impact of Pupil Premium 2016 -2017

Key barriers in 2016 -2017 were:

- Low starting points and gaps in learning
- Emotional and social wellbeing and development
- Family Environmental Factors
- Low self-confidence /lack of independence with learning
- Challenging behaviour
- Capacity of parenting
- Capacity of small school

The Pupil Premium Grant in 2016 – 2017 was allocated to:

- allow pupils access to in-school activities and extra-curricular learning activities
- allow pupils to access out of school activities
- pay for transport to out of school activities.
- employ additional intervention support
- enable smaller group teaching / intervention

- employ a life coach for pupils to support increase aspirations, resilience and self-belief
- support monitoring pupil progress activities
- support attendance monitoring
- resource interventions
- deliver and resource THRIVE activities
- build and sustain quality first teaching

Impact:

- Improved engagement
- Improved parent partnership
- Positive/trusting relationships
- More independent learning behaviours
- Positive transition to new schools/classes
- Access to extracurricular activities in and out of school
- Upskilled team

KS2 SATS Results for Pupil Premium 2016 -2017

There were 3 pupils eligible for Pupil Premium in Year 6 who sat the KS2 SATS in May 2017.

	Number of pupils	Average scaled score for attainment in reading and mathematics	Average scaled score for progress in reading and mathematics
FSM6 Pupil Premium	3	105.4	+0.3

Attainment – The expected national average is 100

Progress -

- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally
- A positive score means pupils in this school on average made more progress than those with similar prior attainment nationally
- A negative score means pupils in this school on average made less progress than those with similar prior attainment nationally. A negative score will not necessarily mean a school is below the floor.

