

Policy Statements and Procedures

PUPIL PREMIUM GRANT (PPG)

Report on the use of the Pupil Premium Grant (PPG) in 2015-2018

INTRODUCTION

The DfE strongly believes that the English education system must be one in which a disadvantaged background ceases to be a barrier to a young person's attainment and future participation in a competitive workplace. After prior attainment, poverty is the single most important factor in predicting a child's future.

The PPG was introduced in April 2011 to provide additional support for LAC and children from low income families. The objective is to use the money to narrow the attainment gap that still exists between such pupils and those from more affluent backgrounds. Low attainment is due to a complex interaction of social and demographic factors. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide, and by adversely affecting the home environment.

The attainment gap between disadvantaged pupils and their peers has begun, very slowly, to close in recent years. However, the gap widens through a child's compulsory education and as such, has a bearing both on access to Higher Education and employment. In our primary schools we aim to ensure that children by the end of the Foundation Stage all know, understand and can demonstrate the first skills of reading, writing and counting. Therefore, we aim to close any gap that may have occurred through pre school experiences.

Since 1997 the government has tried to close the educational achievement gap between disadvantaged pupils and others in England and has had no success. The National College for Teaching and Leadership has offered modules and courses for teachers and leaders to learn how to address this issue.

'Closing the gap: how system leaders and schools can work together' by Simon Rea, Robert Hill and Dr John Dunford, (Isos Partnership Research Team April 2013) states that:

WHOLE SCHOOL STRATEGIES – which benefit all pupils

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/ moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment for learning
- Effective reward, behaviour and attendance policies
- High quality learning environment
- Inclusive and positive school culture, underpinned by values and ‘moral purpose’ that all pupils will achieve
- Effective senior leadership team with ambition, vision, and high expectations of staff and all pupils

STRATEGIES FOR UNDER-PERFORMING PUPILS – which benefit FSM and other under-achieving pupils

- Early intervention and targeted learning interventions
- One-to-one support and other ‘catch-up’ provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services (eg breakfast and after-school clubs, including homework and study support) and multi-agency support
- Targeted parental engagements, including raising aspirations and developing parenting skills
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

TARGETED STRATEGIES FOR PUPILS ELIGIBLE FOR FSM – which specifically benefit FSM pupils

- Explicit school-level strategy to identify and support FSM pupils e.g. through targeted funding
- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages or between schools
- Dedicated senior leadership champion, or lead worker to co-ordinate support programme

What are the most effective strategies?

A report published by Ofsted earlier this year on the Pupil Premium identified how the most successful schools are spending their PPG; some of the main points from the report are summarised below:

- Some schools are still not spending PPG on interventions that have any impact. These schools ***do not have effective tracking systems for showing how they have spent the money or evaluated the effectiveness of the measures in terms of improving outcomes.*** However the 'best' schools are:
- Focusing on ***literacy and numeracy***
- Finding out where the ***basic skills gaps*** exist amongst eligible students when they arrive
- Carefully ring-fencing the funding so it is ***always spent*** on the target group of pupils
- Non confusing eligibility for Pupil Premium (PP) with low ability
- Allocating their ***best teachers*** to intervention groups in Mathematics and English
- Using achievement data to check the effectiveness of interventions frequently rather than retrospectively
- Ensuring that support staff, in particular TEACHING PARTNERS, are highly trained and understand their role in helping children to achieve
- Ensuring that a senior leader has a clear overview of how funding is being allocated
- Ensuring that subject teachers know which children are eligible for PP so they can take responsibility for ***accelerating their progress***
- Have a ***clear policy*** on spending the PPG, agreed by Governors and published on their website
- Involved Governors in the discussion on spending PPG
- Providing well-targeted support to improve behaviour, attendance and links with families where these factors act as a barrier to progress
- Including discussions on the progress of PP pupils in all performance management meetings
- Included the spending of PPG integrally in their school development plan

Examples of good practice observed during the Ofsted survey

The report went on to detail a number of case studies of schools that had used their PPG to best effect; some of the most interesting are summarised below and could be considered when formulating our own strategy:

- Introduction of a PP School Improvement Project (rather contradicts last point!)
- Standardised scores collected for every pupil in every year for reading and spelling
- Attendance levels for all disadvantaged pupils prioritised by AO
- Before and after school study with IT, teaching support and meals all on hand
- System of bids for funding from subject leaders and tutors to support individual resource needs
- Regular reporting of progress of PP pupils to GB
- Funding visits, plays and concerts
- Age related expectations not aspirational enough for PP students

The most effective interventions were found to be:

- ✓ Time limited, not a way of life
- ✓ Taught by well-qualified specialist teachers or highly competent TEACHING PARTNERS
- ✓ Had clear success criteria
- ✓ Did not have a negative impact on students' learning in other areas of the curriculum due to careful time planning
- ✓ Frequently evaluated and alterations made quickly where strategies were not working

PPG Income and Expenditure

| Primary Phase | 2017/18 £ | 2016/17 £ | 2015/16 £ |
|-------------------|--------------|--------------|--------------|
| Brookside Primary | 190,740 | 221,760 | 194,040 |

The PPG has been used at Brookside Primary to fund a number of school/class/group/individual interventions. These are designed to benefit any pupil who is not achieving their full potential. Pupil progress is assessed 6 times a year (half termly) and interventions are put into place according to specific needs for the pupils to meet their targets. At every tracking point, PP eligible pupils are identified as a group and their progress monitored against year group outcomes. PP is prioritised for interventions.

In addition there has been significant investment in pupil support within the classroom, which has proved beneficial to all groups of pupils. Each class has a teacher and teaching partner, facilitating improved behavior which impacts on the engagement of learning. The teaching partner is fully involved with the weekly planning of all subjects and has an individual timetable that reflects the number of groups and interventions carried out each week. As the teaching partner is present at all times in the classroom, their time can be organized, on a daily basis, to address immediate misconceptions.

At Brookside Primary we provide a wide range of extra curricular activities, which are free for all children. The registers of these clubs are analysed for the attendance of PP pupils. Scrutiny of such data allows us to determine whether activities are being accessed by the full range of pupils and if not, allow research into the type of activities that would appeal to such pupils and target our PP children.

During each holiday there are focused booster classes for English and mathematics. PP pupils who are not making the expected progress are invited to attend. We also have a Holiday Club that has many subsidised activities. We monitor the attendance of PP pupils.

Finally, Brookside Primary is part of The Rosedale Hewens Academy Trust, which provides a range of non-teaching services offered to our vulnerable families. For example, we employ a Family Support Worker who will provide preventative actions for a range of issues at school and in the home. The school also runs a full-time Parent Zone, which includes a wide range of activities to support our families. The courses include ESOL, computer, Literacy, Mathematics and ways of Keeping Healthy.

1. Summary information

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| School | Brookside Primary | | | | |
| Academic Year | 2017/2018 | EFA Funding + LAC Funding | £190,740 | Date of most recent PP review | March 2018 |
| Total number of pupils | 429 | Number of pupils eligible for PP | 144 | Date for next review of this strategy | September 2018 |

2. Current Attainment

| | Pupils eligible for PP 2018 (predicted) at Brookside Primary | Pupils eligible for PP 2017 at Brookside Primary | Pupils not eligible for PP national average 2017 | Disadvantaged national average 2017 |
|-------------------|---|---|---|--|
| EYFS (GLD) | 16% | | 71% | 54% |
| Phonics | 60% KS2 KS1 67% | | 67% | |
| KS1 | RWM 67% | RWM 53% | RWM 51% | RWM 49% |
| KS2 | RWM 70% | RWM 48% | RWM 53% | RWM 47% |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed at school level, such as poor literacy skills)

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| A | Low Literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap. |
| B | Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest in low disruption in class. These children require support for reading daily and for completion of their work. |
| C | Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents. |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D | Attendance: attendance rates of PP children are lower than that of their peers. |
| E | Engagement of parents: attendance at Parent Consultations and/or Booster Classes is low for PP families. Many cannot or do not support their child with their homework. |
| F | Aspiration: some PP lack aspirational goals and disengage with education. |

Desired Outcomes

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| A | Close the Literacy achievement gap between national all pupils and Hewens Pupil Premium pupils. |
| B | Ensure PP children have ample time, space and resources to complete their work in class. Ensure PP children achieve or exceed their reading age. |
| C | Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner. |
| D | Attendance of disadvantaged children to be better than national averages. |
| E | A greater number of parents attend Consultation meetings and ensure their child has access to after school and holiday booster and activity programmes. |
| F | Improve children's wider involvement in school life so they can apply their knowledge in real life situations. |

| 4. Planned Expenditure | | | | | | |
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| Academic Year | 2017 – 2018 | Total amount of PPG received: £190,740 | | Total amount budgeted on PP spend: £220,814 | | |
| 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? | Staff lead | When will you review implementation? | Cost |
| Maintain high standards in Literacy | To provide a rigorous daily phonics programme to make better than good progress in reading and writing in the EYFS and KS1. Taught in ‘stage not age’ groups. Workshops for parents, guardians and carers so they can support their child’s learning at home. | 2016/2017 72% of PP children achieved GLD. Predictions for 2017/2018 show that only 72% will achieve GLD (1 out of 3 children). | Training by SLT and CPD Officer. Timetabling by HT. Monitored by EHT and govts. | Phase Leaders | September 2018 | £1602 cost for the phonics programme. |
| Increased knowledge and awareness of PP children | Teaching and learning focus on PP throughout the year. In particular: <ul style="list-style-type: none">• Training for data analysis• Training for TPs | External evidence suggests that the most important intervention is ensuring that all staff know who their PP students are alongside small regular interventions. | CPD Officer, headteacher and SLT to meet regularly to ensure suitable training is delivered. Learning walks and work scrutinies will be used to ensure that this is delivered well. | CPD Officer and SLT will be responsible to ensure that analysis is used effectively. | September 2018 | No additional cost. |
| Teaching partners have good skills to | Training for Teaching Partners to be involved in planning and | PP children lack confidence to ask questions in lessons. If | Phase Leaders will include on agendas for | CPD Officer Teachers | | £76,000 cost for the additional staffing of |

| provide additional support for PP children | delivery of teaching in their class. To provide daily interventions to address misconceptions and more focused interventions for targeted support. | misconceptions are not addressed that day, they will fall behind. | weekly phase meetings. Teachers will have to demonstrate impactful intervention timetable for their TP. | | | Teaching Partner support. |
|---|--|--|--|--|---|---|
| Total budgeted cost | | | | | £77,602 | |
| ii) Targeted support | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented? | Staff lead | When will you review implementation? | Cost |
| PP children receive support for PSED | To prevent behaviour issues, socialization groups are used. Ongoing training is required for staff. | Analysis of the behaviour logs show that PP children are frequently involved in issues. | There will be an immediate response, from a behaviour issue, to set up a group for targeted PSED support. | Phase Leaders will bring issues to SLT meetings for immediate timetabling of groups. | July 2018 | No additional cost. |
| Holiday outings for quality family time (PP families) and holiday club subsidies for PP children. | To provide day trips during half term holidays for PP families | School is in an area of social deprivation. Families cannot afford trips but would benefit from a family experience. | Coordination of activities, transport and food by the EHT. Trust ensures the activity is delivered each term. | EHT has the responsibility of organizing and attending the Family Days. | July 2018 | £3750 cost to subsidise family days. £8400 cost to subsidise holiday club. |
| Improve literacy and numeracy skills. | All teachers provide weekly Booster classes, focused on particular needs of the children. Impact is measured through termly summative tests. | Poor literacy and numeracy skills can be barriers to general development. | Teachers to work with parents to ensure attendance of children. Teachers to give feedback to parents regularly. | Teachers | September 2018 | No additional cost. |
| Early entrance to Nursery (Early Interventions) | Admit children the term after their 3 rd birthday to ensure early intervention for vulnerable children. | Children enter the school below age related assessments for communication and language. This is gleaned from baseline data | Training for EY staff, to provide Attention Hillingdon and PALS programmes. Early Years Phase Leader will coordinate the | The Early Years Phase Leader will report to SLT. | September 2018 | £14,923 cost of early entrance provision. |

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| | | | timetabling and monitoring of activities. | | | |
| Workshops for parents | To provide regular parent workshops for: <ul style="list-style-type: none"> Phonics Promoting independence Number value Reading | Research shows that parental engagement can enhance the progress of children. Our evidence indicates that some parents lack their own literacy skills | Staff to have appropriate resources and time to plan and deliver workshops. | CPD Officer and SLT to monitor the evaluations | September 2018 | £1189 cost for workshops for parents, guardians and carers. |
| Total budgeted cost | | | | | £28,262 | |
| iii) Other approaches | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented? | Staff lead | When will you review implementation? | Cost |
| Improve PP attendance to improve progress | Headteacher to have a regular meeting with Participation Officer to discuss PP attendance and focus on persistent absenteeism. | Improved attendance leads to improved outcomes. Participation Officer is primarily placed to intervene in Attendance. | Headteacher to have overview and work with school office staff to ensure procedures are in place to identified children early. | Headteacher | Ongoing | £6120 cost of EWO buy in hours. |
| Improve attendance to Booster and Intervention classes | To book PP siblings into the After School Care Club (free for PP). | Some PP families struggle to pick up children at 4.30pm (after booster clubs). So the school can support PP families by ensuring that all of their children can be picked up at the same time. | Ongoing training for staff for awareness of facility to support PP families. | Phase Leaders | Ongoing | £7680 cost of booster and intervention classes. |
| Enhanced provision outside of curriculum time | We organize free Easter and Summer Booster classes and subsidized Activity Programmes, targeting PP children to attend. Booster classes are 2/3 days of Literacy and Numeracy support. Activity programmes run for 2/3 weeks. | Children can be vulnerable during holiday times. Some lose their academic prowess and would benefit from small group teaching. In addition, the activity programmes provide stimulating activities, socializing children from all 3 primary schools from the Trust. | The Marketing Officer and EHT devise the programmes and costings. The Trust monitors the participation of families and quality assures the staff and activities. Trust minibuses and drivers provide free transport between schools. | EHT, HTs and AHTs | August 2018 | £80,750 cost for enhanced provision. £15,840 cost for ensuring equal access to school trips for PP. |
| Wrap around care | Train Post-16 students to | Many PP children do not have | Senior leaders provide | SLT are | September 2018 | £4560 cost of wrap |

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| from 8am to 6pm | support PP children with homework and reading. | support for homework at home. Attendance at Breakfast Club, particularly, is high so this is an ideal time for additional support. | ongoing training for Post-16 students and daily monitoring. | responsible for the day to day safe running of the out of hours activities. | | around care, including breakfast club and extra curricular activities. |
| Total budgeted cost | | | | | | £114,950 |

| 5. Review of previous expenditure | | | | |
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| Previous academic year | | 2016 – 2017 | | |
| i) Quality of teaching for all | | | | |
| Desired outcome | Desired action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Pupils PP and none PP meet their targets across all year groups. Specifically in Yrs 2 and 6 | Boosters, interventions. 1 to 1's. Peer tutors Teachers and TP CPDs to provide quality teaching | Partially, some groups the gaps between the PP and Non PP were closed. Although some success was had, there is still progress needed. Non PP still outperformed. | Things that were put into place last year now have had a full year to embed and the gaps have narrowed. High expectations are now a norm. | £80,750 cost for enhanced provision £76,000 cost for the additional staffing of Teaching Partner support. |
| i) Targeted support | | | | |
| Desired outcome | Desired action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| PP Pupils have opportunities to access additional support to aid their academic and emotional outcomes | Pupils through progress data, had access to a range of interventions and boosters that took place within curriculum time, after school and through school holidays. | As not all pupils meet their desired outcomes although the value added of the school on average was higher than national. The Non PP were also invited through data to access interventions and boosters. | Earlier interventions have happened this year with more parental engagement to place an emphasis on trying to have more partnerships with community. Parents have welcomed this and we have seen and upturn in data such as phonics. | £7680 cost of booster and intervention classes. £80,750 cost for enhanced provision. |

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| PP families have opportunities to go out and spend time at various locations to enrich. Such as museums and educational farms. | PP families were offered free trips in school holidays that were paid for and organized by the school to take them out and give a memorable activity. | Was successful as parents felt more in touch with the school. The children had an enriching experience and that they all as a family enjoyed. | We are continuing this as we feel that it has had a beneficial impact on parental engagement and outcomes on some of the children. | £3750 cost to subsidise family days. £8400 cost to subsidise holiday club. |
| iii) Other approaches | | | | |
| Desired outcome | Desired action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improve PP attendance to improve progress | Headteacher to have a regular meeting with Participation Officer to discuss PP attendance and focus on persistent absenteeism. | Improved attendance leads to improved outcomes. Participation Officer is primarily placed to intervene in attendance; | Headteacher to have overview and work with school office staff to ensure procedures are in place to identify children early. | £6120 cost of EWO buy in hours. |