

## Policy Statements and Procedures

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# 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 £
Hewens Primary	129,360	124,080	85,800

The PPG has been used at Hewens 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 Hewens 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, Hewens 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

<b>School</b>	Hewens Primary				
<b>Academic Year</b>	2017/2018	<b>EFA Funding + LAC Funding</b>	<b>£129,360</b>	<b>Date of most recent PP review</b>	March 2018
<b>Total number of pupils</b>	<b>454</b>	<b>Number of pupils eligible for PP</b>	<b>98</b>	<b>Date for next review of this strategy</b>	September 2018

## 2. Current Attainment

	<b>Pupils eligible for PP 2018 (predicted) at Hewens Primary</b>	<b>Pupils eligible for PP 2017 at Hewens Primary</b>	<b>Pupils not eligible for PP national average 2017</b>	<b>Disadvantaged national average 2017</b>
<b>EYFS (GLD)</b>	67% (3 children)	100% (2 children)		
<b>Phonics</b>		67% (6 children)	83%	68%
<b>KS1</b>	<u>9 children</u> Reading = 67% Writing = 78% Mathematics = 78% RWM = 67%	<u>6 children</u> Reading = 67% Writing = 33% Mathematics = 50% RWM = 33%	<b>National ALL pupils</b> Reading = 76% Writing = 68% Mathematics = 75% RWM = %	Reading = 63% Writing = 54% Mathematics = 62% RWM = 49%
<b>KS2</b>	<u>25 children</u> Reading = 64% Mathematics = 72% Grammar = 72% Writing = 68% RWM = 55%	<u>23 children</u> Reading = 48% Mathematics = 65% Grammar = 70% Writing = 44% RWM = 30%	Reading = 75% Mathematics = 78% Grammar = 80% Writing = 79% RWM = 65%	Reading = 60% Mathematics = 63% Grammar = 66% Writing = 66% RWM = 47%

The school opened in September 2013, therefore, our Key Stage 2 results are for children who joined the school in Years 3/4/5/6.

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

<b>In-school barriers (issues to be addressed at school level, such as poor literacy skills)</b>	
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>D</b>	Attendance: attendance rates of PP children are lower than that of their peers.
<b>E</b>	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.
<b>F</b>	Aspiration: some PP lack aspirational goals and disengage with education.
<b>Desired Outcomes</b>	
<b>A</b>	Close the Literacy achievement gap between national all pupils and Hewens Pupil Premium pupils.
<b>B</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.
<b>C</b>	Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner.
<b>D</b>	Attendance of disadvantaged children to be better than national averages.
<b>E</b>	A greater number of parents attend Consultation meetings and ensure their child has access to after school and holiday booster and activity programmes.
<b>F</b>	Improve children's wider involvement in school life so they can apply their knowledge in real life situations.

#### 4. Planned Expenditure

<b>Academic Year</b>	2017 – 2018	<b>Total amount of PPG received: £129,360</b>	<b>Total amount budgeted on PP spend: £169,314</b>
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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 100% of PP children achieved GLD. Predictions for 2017/2018 show that only 33% 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	£1323 cost for the phonics programme.
Increased knowledge and	Teaching and learning focus on PP throughout the year. In particular:	External evidence suggests that the most	CPD Officer, headteacher and SLT to	CPD Officer and SLT will be	September 2018	No additional cost.

awareness of PP children	<ul style="list-style-type: none"> <li>• Training for data analysis</li> <li>• Training for TPs</li> </ul>	important intervention is ensuring that all staff know who their PP students are alongside small regular interventions.	meet regularly to ensure suitable training is delivered. Learning walks and work scrutinies will be used to ensure that this is delivered well.	responsible to ensure that analysis is used effectively.		
Teaching partners have good skills to provide additional support for PP children	Training for Teaching Partners to be involved in planning and delivery of teaching in their class. To provide daily interventions to address misconceptions and more focused interventions for targeted support.	PP children lack confidence to ask questions in lessons. If misconceptions are not addressed that day, they will fall behind.	Phase Leaders will include on agendas for weekly phase meetings. Teachers will have to demonstrate impactful intervention timetable for their TP.	CPD Officer Teachers	September 2018	£38,000 cost for the additional staffing of Teaching Partner support.
<b>Total budgeted cost</b>					<b>£39,323</b>	
<b>ii) Targeted support</b>						
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.  £2100 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	Admit children the term after their 3 <sup>rd</sup> birthday to ensure early intervention	Children enter the school below age related	Training for EY staff, to provide Attention	The Early Years Phase Leader will	September 2018	£14,923 cost of early entrance



Interventions)	for vulnerable children.	assessments for communication and language.	Hillingdon and PALs programmes. Early Years Phase Leader will coordinate the timetabling and monitoring of activities.	report to SLT.		provision.
Workshops for parents	To provide regular parent workshops for: <ul style="list-style-type: none"> <li>Phonics</li> <li>Promoting independence</li> <li>Number value</li> <li>Reading</li> </ul>	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.
<b>Total budgeted cost</b>					<b>£21,962</b>	
<b>iii) Other approaches</b>						
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	£4800 cost of booster and intervention classes.
Enhanced provision outside of curriculum time	We organize a subsidised Activity Programmes, targeting PP children to attend. The activity programmes run for 2/3 weeks. We also provide free, fun After School Clubs ensuring accessibility for all .	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,	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	EHT, HTs and AHTs	August 2018	£76,000 cost for enhanced provision.  £9800 cost for ensuring equal access to school trips for PP.

		socializing children from all 3 primary schools from the Trust.	minibuses and drivers provide free transport between schools.			
Wrap around care from 8am to 6pm	Train Post-16 students to support PP children with homework and reading.	Many PP children do not have support for homework at home. Attendance at Breakfast Club, particularly, is high so this is an ideal time for additional support.	Senior leaders provide ongoing training for Post-16 students and daily monitoring.	SLT are responsible for the day to day safe running of the out of hours activities.	September 2018	£11,400 cost of wrap around care, including breakfast club and extra curricular activities.
<b>Total budgeted cost</b>					<b>£108,120</b>	

5. Review of previous expenditure			
Previous academic year	2016 – 2017	94 eligible children	£124,080
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)
Maintain high standards in Phonics	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.	The children in Early Years achieved well, especially PP children (100%). Year 1 results were below national due to a cohort with high SEN and a new teacher. The Year 1 results were skewed between classes. This issue has now been addressed. For September 2017, phonics teaching completely reviewed and strategies to focus on HA first will secure their learning and be role models for others.	There were times when the phonics sessions were interrupted by staff absences so in September 2017 we trained all Teaching Partners, buddying those in Years 4/5/6 with those in Years 1/2/3. Therefore, cover was in place.
Increased knowledge and awareness of PP children	Teaching and learning focus on PP throughout the year. In particular: <ul style="list-style-type: none"> <li>• Training for data analysis</li> <li>• Training for TPs</li> </ul>	New Teaching & Learning folders for all teachers ensured that PP children were highlighted in seating plans, context sheets and data analysis.	There is still an ongoing need for Excel training for teachers and teaching partners. Then they will take more responsibility for sorting and filtering their own data.
Teaching partners have good skills to provide additional support for PP children	Training for Teaching Partners to be involved in planning and delivery of teaching in their class. To provide daily interventions to address misconceptions	Having all Teaching Partners available for the extra hour after school has enabled closer planning for PP children. Parents praise the extra support given to PP	The impact of having a fulltime TP is low staff absence and 'performing' teaching teams in the classrooms. Teachers and teaching partners have ongoing training to support vulnerable children.

	and more focused interventions for targeted support.	children. Those children who do not attend holiday boosters are given extra daytime boosters	The best practice is where we see misconceptions from morning lessons addressed in small groups in the afternoon
<b>i) Targeted support</b>			
<b>Desired outcome</b>	<b>Desired action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
PP children receive support for PSED	To prevent behaviour issues, socialization groups are used. Ongoing training is required for staff.	These groups were set up as required throughout last year. They were required particularly in Years 4/5/6. We linked them to some of our R's eg Respect and Resilience. Children learnt that calm, verbal communication achieves far more than anger or a physical reaction.	We learnt that careful grouping of these children was essential for success of the group. At times, we had to adjust membership weekly. We also used a range of staff, from across the school, to mentor these children so they had other adults to support them. This will continue in 2017/2018 as and when required.
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	This has been achieved through a rolling programme of invitations to PP families. All outings took place and parents were grateful and found it a positive experience. Senior teacher organising the trip could see benefits from family interactions and subsequent interactions with the school.	Having a £10 deposit ensures that no spaces are wasted on the minibus (this is returned as soon as families arrive). Inviting families that know each other furthers the enjoyment and resilience of the trip. This will continue for 2017/2018.
Improve literacy and numeracy skills.	All teachers provide weekly Booster classes, focused on particular needs of the children. Holiday Booster Classes are arranged for Easter, Summer and half terms. Impact is measured through termly summative tests.	This provision has been offered to 100% of PP, giving them access to bespoke holiday Booster Class Disadvantaged children achieved inline or above local and national in July 2017 KS1 tests.	This has a positive impact for those who attend. Attendance of PP families need further work. Evaluations of interventions will continue as it shows the impact of the 6 week programmes or holiday programmes.
Early entrance to Nursery (Early Interventions)	Admit children the term after their 3 <sup>rd</sup> birthday to ensure early intervention for vulnerable children.	We continue to offer places to children as they turn 3yrs, which has supported families in need. The July 2017 results show that all Pupil Premium children achieved the expected standard, in all areas.	We find the 30 hours shared provision with the Day Nursery is proving beneficial to families, including CP and vulnerable families. Children receive a provision that is regular judged as Outstanding.
Workshops for parents	To provide regular parent workshops for: <ul style="list-style-type: none"> <li>Phonics</li> <li>Promoting independence</li> <li>Reading</li> </ul>	The registers and evaluations indicate that parents welcome the information from staff. Individual teachers could see benefits with individual children, for example, with increased	We reflected on whether we should provide more workshops. From September 2017, we have offered weekly workshops for specific year groups, for specific areas of

		use of the Reading Diary.	learning. Instead of senior staff delivering the workshops, we feel teachers would benefit more from having this ongoing contact with their parents.
<b>iii) Other approaches</b>			
<b>Desired outcome</b>	<b>Desired action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Improve PP attendance to improve progress	Headteacher to have a regular meeting with Participation Officer to discuss PP attendance and focus on persistent absenteeism.	Attendance was highlighted weekly with children and the entrance hall display was updated regularly (parents pass it every day). Details of class attendance % were on the School News each week.	Through an increased involvement of the Participation Officer, the PA families are being tackled quicker. PP attendance has risen from 93% to 93.8% and the number of PA has fallen by 22% from 27 to 21.
Improve attendance to Booster and Intervention classes	To book PP siblings into the After School Care Club if others are attending Booster Classes. For teachers to build up an effective relationship with PP families, to encourage their attendance at additional learning opportunities.	Families are grateful and make more of an effort to ensure their child attends the Booster sessions. 65% of children attended their Booster Classes regularly.	Teachers have to entice and encourage PP families to stay to clubs. Sometimes an initial meeting is required, on an individual basis, to make sure parents understand the importance of the activity.
Enhanced provision outside of curriculum time	We organize a subsidised Activity Programmes, targeting PP children to attend. The activity programmes run for 2/3 weeks. We also provide free, fun After School Clubs ensuring accessibility for all .	Through targeting families, to ensure they are (1) fully aware, and (2) able to complete the registration form, we involved over	Although we target support for application for these programmes, families can still fail to attend. We have tried to call them the day before for reminders but some do not make the necessary effort, even though the child may be very keen. We need to continue with encouragement.
Wrap around care from 8am to 6pm	Train Post-16 students to support PP children with homework and reading.	Over 20% of PP children have regular access to the Breakfast Club and After School Care Club.	We may need to advertise these facilities with PP families again, especially Breakfast Club as this is a free event unless they eat. Even then, food is subsidised.