

Policy Statements and Procedures

PUPIL PREMIUM GRANT (PPG)

Report on the use of the Pupil Premium Grant (PPG) in 2019-2020, and a review of the expenditure for 2018-2019

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 pupils 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 pupils 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 pupils to achieve
- Ensuring that a senior leader has a clear overview of how funding is being allocated
- Ensuring that subject teachers know which pupils 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	2019/20 £	2018/19 £	2017/18 £	2016/17 £	2015/16 £
Brookside Primary	132,000	170,280	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 pupils. 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 pupils.

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

School	Brookside Primary				
Academic Year	2019/2020	EFA Funding + LAC Funding	£132,000	Date of most recent PP review	March 2020
Total number of pupils	383	Number of pupils eligible for PP	95	Date for next review of this strategy	September 2020

2. Current Attainment

	Pupils eligible for PP 2018/2019 at Brookside Primary	Pupils eligible for PP 2017/2018 at Brookside Primary	Pupils not eligible for PP national average 2018/2019	Disadvantaged national average 2018/2019
EYFS (GLD)	75% (8 pupils)	64%	71%	57%
Phonics	87.5% (8 pupils)	57%	85%	68%
KS1	(14 pupils) Reading = 42.9% Writing = 35.7% Mathematics = 64.3% RWM = 35.7%	RWM 53%	RWM 45%	RWM 65%
KS2	(24 pupils) Reading = 83.3% Writing = 70.8% Mathematics = 83.3% Grammar = 83.3% RWM = 66.7%	RWM 48%	RWM 56%	RWM 54%

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)	
A	Low Literacy and communication skills: a high number of PP pupils 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 pupils lack concentration and stamina for learning, which can manifest in low disruption in class. These pupils 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 pupils 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)	
D	Attendance: attendance rates of PP pupils 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	
A	Close the Literacy achievement gap between national all pupils and Hewens Pupil Premium pupils.
B	Ensure PP pupils have ample time, space and resources to complete their work in class. Ensure PP pupils achieve or exceed their reading age.
C	Reduce the number of behaviour incidents of PP pupils through pastoral support from the teacher and teaching partner.
D	Attendance of disadvantaged pupils 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 pupils's wider involvement in school life so they can apply their knowledge in real life situations.

4. Planned Expenditure						
Academic Year	2019 – 2020		Total amount of PPG received: £132,000	Total amount budgeted on PP spend: £266,298		
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
Ensure the quality of teaching remains good or outstanding.	<ul style="list-style-type: none">To consistently monitor the intent, implementation and impact of teaching and learning across all subjects. SLT to conduct ‘deep dives’ across a range of subjects per half term. This is to determine pupils depth in knowledge of concepts taught. Knowledge organisers to	Under the new Ofsted framework it is required that pupils are able to articulate what they are learning and what they have learnt in depth.	<ul style="list-style-type: none">School Improvemnet Advisor, SLT and Steering Groups to conduct learning walks and ‘deep dives’ at least once per half term.Teaching and learning to be triangulated by lesson observations, book scrutiny and assessments.	SLT SIA Class Teachers Steering Groups	March 2020	£7,100 – Printing of knowledge organisers and medium term planning from EYFS – KS2 £25,350 – Curriculum resources for Topic, Science, PSHE, RE, excursions and classrooms for EYFS –KS2 including outdoor for EYFS. £30000 – Specialist secondary teachers for

	<p>be implemented and introduced to pupils and parents.</p> <ul style="list-style-type: none">For pupils to gain first hand experience in their learning where possible to enhance their learning.					P.E, Music and Performing Arts.
For PP pupils to perform above national and local averages for Reading, Writing and Maths triangulated through books and assessments.	<ul style="list-style-type: none">Teaching and learning should demonstrate good subject knowledge by teachers and pupils.Set targets for PP pupils and cultivate a culture of high expectations for all ensuring all PP pupils have a motivator (champion).Rigorous tracking of the data to ensure that PP cpipils are on par with their counterparts and next steps identified as needed.	For the academic year, PP pupils in KS1 and 2 achieved below national and local standards in RWM. In EYFS, PP boys in particular were low in writing which is weak across the school. As a result, these areas must be improved overtime with a strong focus on writing and reading in the early years leading into KS1.	<ul style="list-style-type: none">Rigorous analysis of data each term monitoring the performance of PP pupils.Tracking of PP pupils' progress in interventions and boosters.Monitoring of PP pupils' attendance.	SLT Class teachers TPs Quality assessed through cross trust moderations	March 2020	£12,500 – School Improvement Advisor to provide quality training in Reading and Writing throughout the year. £15,000 –recruitment of qualified teachers.
Teaching Partners to have good skillset in providing additional support for PP pupils through boosters and interventions.	<ul style="list-style-type: none">To provide daily interventions for PP pupils addressing misconceptions or providing challenge.To track pupils progress and liaison with the class teacher on next steps.	Some PP pupils lack confidence in their oracy while others need to be challenged to deepen their learning.	<ul style="list-style-type: none">Assistant Headteachers to monitor in their phases.Teachers to monitor lessons in boosters and interventions ensuring they are impactful.	SLT Teachers	March 2020	£60,000 – additional staffing
Total budgeted cost					£ 149,950	
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
To support the well being of PP pupils.	<ul style="list-style-type: none">For pupils to identify ways that they can manage their	<ul style="list-style-type: none">Given the demographic location of the school and the socioeconomic background of	<ul style="list-style-type: none">Zones of Regulation to be visible in all	Safeguardin g Governor	September 2020	£3,000 – classroom resources

	<p>feelings and emotions in a positive way.</p> <ul style="list-style-type: none"> • Staff to receive ongoing training to effectively implement the Zones of Regulations. • All classes to implement coping box to support the Zones of Regulation. • Implementation of the Sunshine Room 	<p>pupils, our PP pupils are most times more vulnerable and needs support with their feelings and emotions.</p> <ul style="list-style-type: none"> • To foster the holistic development of our pupils. 	<p>classes and must be interactive.</p> <ul style="list-style-type: none"> • Deep dives into well being and learning walks. 	<p>Lead Safeguarding Officer</p> <p>SLT</p> <p>Teachers</p> <p>TPs</p>		<p>£5, 400 – Resources for the Sunshine Room</p>
<p>Subsidies for PP pupils for Easter and Summer activities as well as school trips.</p>	<ul style="list-style-type: none"> • To provide stimulating activities during school time and holidays for PP pupils. • Targeted PP pupils to be given special priority for activities and trips. 	<ul style="list-style-type: none"> • The demographic location and socioeconomic status of parents makes it challenging for some parents to pay in full for activities and trips and as a result pupils can miss out on beneficial experiences. 	<p>Coordination of activities, transport if necessary and food by the Trust. Trust ensures the activity is delivered each term.</p>	<p>HT has the responsibility of organising and ensuring PP pupils participate in the activities and trips.</p>	<p>September 2020</p>	<p>£800 cost to subsidise activity programmes and holiday clubs.</p>
<p>PP pupils have access to the necessary resources such as books and online resources needed for home-school continuous learning.</p>	<p>To ensure that PP pupils are not at a disadvantage as it relates to resources such as reading books, workbooks for Mathematics, Reading and Grammar.</p> <ul style="list-style-type: none"> • All pupils are provided with staged reading books and online reading through Bug Club: Nursery to Year 6. • All pupils have access to ICT through Purple Mash to infuse learning across the curriculum. 	<p>Pupils will not be at a disadvantage due to their socio-economic status. All pupils will be provided with fair access and given the same opportunity and resources to learn at school and home.</p>	<p>Phase leaders raise Purchase orders for resources needed across keystage. Use resources to support interventions and home learning throughout the year.</p>	<p>SLT to raise POs</p> <p>Teachers to ensure resources are used effectively.</p>	<p>September 2020</p>	<p>£5500 – Staged reading Books</p> <p>£2145 – Bug Club subscription whole school.</p> <p>£8400 – CPG books for Reception -6.</p> <p>£760 – Purple Mash School's subscription per annum</p>

	<ul style="list-style-type: none"> Years 2-6 pupils are provided with CPG books to support their performance in Reading, Grammar and Mathematics. KS1 Abacus books for Mathematics home learning. 					
Early entrance to Nursery (Early Interventions)	Admit pupils the term after their 3 rd birthday to ensure early intervention for vulnerable pupils.	Pupils enter the school below age related assessments for communication and language.	Training for EY staff, to provide Attention Hillingdon and PALS programmes. Early Years Phase Leader will coordinate the timetabling and monitoring of activities.	Administrative Officer-Admissions communicate with school re applications and admissions. The Early Years Phase Leader will report to SLT.	September 2020	£10,923 cost of early entrance provision.
Workshops for all parents.	<p>To provide regular parent workshops for:</p> <ul style="list-style-type: none"> Curriculum Phonics Promoting independence Reading <p>Partner with Brilliant Parents – Hillingdon to seeking funding to host regular parent workshops that cater to parenting skills for the Trust community at large.</p>	<p>Research shows that parental engagement can enhance the progress of pupils.</p> <p>68% of our population are EAL parents and pupils. This would provide more support so that the home-school connection can be strengthened.</p>	<p>Staff to have appropriate resources and time to plan and deliver workshops.</p> <p>Provide workshops that will cater to most parents needs.</p>	<p>SLT to monitor the evaluations and respond to feedbacks.</p> <p>Brilliant parents coordinator communicates with HT to deliver training.</p>	September 2020	£2500 – Brilliant Parents funding for workshops.
Total budgeted cost						£39,428

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 and lateness.	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.	Headteacher Welfare Officer Participation Officer	Ongoing	£8120 cost of Education Welfare Officer (EWO) buy in hours.
Work closely with other outside agencies to provide additional support for PP families who are struggling to manage their children's behaviour at home.	Work closely with PP families to ensure that they have access to the necessary support through CAMHS, Early Help Assessment, Educational Psychologists and other outside agencies in support of their children's behaviour at home which appears to be impacting their progress at school.	Providing outstanding pastoral support through outside agencies for pupils and parents can help families to experience a better quality of life and for pupils to reach their full potential. It's also a great way to show that as a school, we care about and support our families. This can sometimes mean that expert advice, guidance or intervention may be the best option.	Ongoing training for staff for awareness of facilities to support PP families.	HT SLT Phase Leaders Welfare Officer	Ongoing	£4800 cost of booster and intervention classes per annum.
Enhanced provision outside of curriculum time	We organise 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, 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.	HTs and AHTs	September 2020	£64,000 cost for enhanced provision.
Total budgeted cost					£76,920	

5. Review of previous expenditure				
Previous academic year		2018 – 2019		
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
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.	PP pupils have made good progress in Literacy across the school. However, when the components of Literacy are broken down, pupils performed better in Reading and Grammar as opposed to writing.	Literacy is broad, hence, the components has to be looked at individually as pupils may be strong in one aspect and not others. By doing so, teachers are better able to track progress and focus on the gaps to close them earlier. Literacy remains a strong focus for the school with writing the main area for improvement.	£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	Teachers and teaching partners knows their PP pupils and can explain where they are in their learning and what their next steps are.	There remains a strong focus on PP pupils. Monitoring and analysis of data will continue to be a strong focus.	No additional cost.
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.	Teaching Partners last academic year were trained to deliver effective interventions. This had an impact on PP pupils' progress.	Retraining of TPs have started to ensure all sessions have clear intent, is implemented effectively and has a positive impact on pupils.	£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 children receive support for PSED	To prevent behaviour issues, socialization groups are used. Ongoing training is required for staff.	Through CPD, staff were better able to manage behaviour as well as	This remains a focus of the school using the SCERTS model.	No additional cost.

		pupils were able to use coping strategies. As a result, overall behaviour was improved and reductions recorded in behaviour logs.		
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	PP families enjoy the days out as pupils gain meaningful exposure and quality time is spent with family.	Family trips will continue as this has proven to be beneficial for pupils and garners good school and community partnership.	£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.	Boosters and interventions have been instrumental with closing the gaps for PP pupils as the small group and 1:1 sessions are effective.	These will continue to run to close the gaps.	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.	Admitting pupils early into EYFS has shown improvement in GLD and pupils' social and emotional skills.	This remains a priority for the school as this allows teachers to work with pupils earlier and identify possible learning difficulties.	£14,923 cost of early entrance provision.
Workshops for parents	To provide regular parent workshops for: <ul style="list-style-type: none"> Phonics Promoting independence Number value Reading 	Workshops for parents have been one of the key reason for the upward trajectory in our data. These were praised by Ofsted in the latest report.	Workshops remain pivotal for us with parents now getting the opportunity to nominate workshops they believe will be beneficial.	£1189 cost for workshops for parents, guardians and carers.
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.	Meetings with parents have been beneficial in improving attendance.	Nursery parents have been targeted this year to ensure that as pupils progress through the school the expectations for attendance is clear.	£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).	By providing free provision for siblings, attendance to boosters have improved and showed good progress of pupils.	Teachers liaison with each other that have siblings to ensure that where possible boosters are the same day, where this is not possible, fun club is offered.	£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.	This has not been fruitful has parents tend to have planned travel arrangements or simply find it difficult to get pupils to sessions.	This is being revised to ensure that it is impactful.	£80,750 cost for enhanced provision. £15,840 cost for ensuring equal access to school trips for PP.
Breakfast club care from 8am	Train Post-16 students to support PP children with homework and reading.	The Breakfast program has ensured that pupils have a nutritious breakfast and are early for school. This has seen an improvement in attendance and punctuality.	This remains a focus of the school.	£4560 cost of care, including breakfast club and extra curricular activities.