



The Effective Use of Pupil Premium at High Meadow Infant School

"The central plank of any successful school's approach for all children with barriers to achievement policy is a culture of high aspirations and expectations for all, in the school, in the family and within the young people themselves" (NACE, Supporting More Able Pupils with Pupil Premium, October 2016)

At High Meadow Infant school we pride ourselves on having the highest of expectations for ALL of our children, families and staff. As life-long learners ourselves, we are active in considering the findings of research and studies and sharpening our practice to make a difference. We consider the evidence of what seems to be the most persistent barriers of vulnerable groups nationally and the evidence of strategies proving more effective in addressing the attainment gap.

Persistent Barriers

Dunford and Hutchinson (Divergent Pathways: the disadvantage gap, accountability and the pupil premium, July 2016) make reference to typical barriers to learning, such as:

- Limited language, restricted vocabulary
- Poor attendance
- Mobility - many moves between schools
- Issues within the family
- Medical issues, often undiagnosed
- Lack of sleep
- Poor nutrition
- Poverty
- Lack of family engagement in learning
- Education not valued in local community
- Low aspirations
- Low expectations
- Narrow range of opportunities outside school
- Lack of role models, especially male role models
- Lack of self-confidence and self esteem
- Poor social skills
- Inadequate support from teachers and teaching assistants
- Other skills gaps

Not all children eligible for the Pupil Premium have all, or even some, of these barriers. Some have very supportive families, who do their very best for their children, but whose limited resources mean that their children have a narrower range of experiences pre-school and outside school than their better-off peers. We must also remember that a child eligible for Pupil Premium is an individual with specific background and needs, and we must consider these for each individual child in order to target support most successfully.

Evidence of Effective Strategies

The National Foundation for Education Research (NFER) conducted research into what constitutes effective use of the Pupil Premium as demonstrated by schools that have improved their results. (Supporting the attainment of disadvantaged pupils: Articulating success and good practice, DFE Research Report, November 2015) The research identifies seven *'building blocks of success'*...

1.
Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
2.
Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments;
3.
Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours;
4.
Focus on outcomes for individual pupils rather than on providing strategies;
5.
Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and teaching assistants rather than using additional staff who do not know the pupils well;
6.
Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points;
7.
Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations

And so, it is with this knowledge and understanding that we strategically plan for the effective deployment of the Pupil Premium spend. Each year, we will publish on our school website

- A Pupil Premium Plan for that academic year
- A report to show The Impact of Pupil Premium Spend for the previous academic year

PUPIL PREMIUM PLAN AND IMPACT OF PUPIL PREMIUM SPEND

Sept 2017 – July 2018

Pupil Premium: Our key priorities:

Our core aim is:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with their non-pupil premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expect to see:

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress;
- Close attainment gaps relative to school averages;
- Enhance reading, writing, mathematics and communication skills;
- Engage and develop learning through a creative and inspiring curriculum;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils;
- Support pupils in becoming aspirational, confident and successful learners

Evaluation and impact of 2017/18

Strategic spending of the Pupil premium grant ensured that pupils received support and intervention tailored to their needs. Pupils eligible for Pupil Premium support were clearly identified across all year groups.

Qualifying Pupils	Ever 6/ FSM	Looked After Children	Service Families
8	6	2	0
Lead Teacher	Funding 2017-18	Actual Spend	Over spend
Mrs D Hughes	£10,400	£15,128	£4,728

Our five key objectives for 2017/18 were:

- Teaching and Learning:** to further improve teaching and learning across the school
- Transition:** to implement strategies to support disadvantaged pupils during their transition phase to Year 3
- Mentoring and well-being support:** to implement strategies to address the emotional, social and behavioural needs of disadvantaged pupils
- Support for learning and inclusion:** to further develop the range of intervention strategies to ensure PP children make progress in-line with or exceed the progress of their non PP peers
- Leadership and Management:** to ensure robust tracking and monitoring of disadvantaged pupils to ensure all children reach their full potential

Strategy	Cost £
Teaching and learning A wide range of teaching and learning programmes that develop teacher skills and classroom practice to ensure Quality First teaching and effective interventions. These included:- <ul style="list-style-type: none"> 'Wave 3' Fischer Family Trust Training – May 2018 - £800 Literacy Shed Writing Training – June 2018 - £175 Teaching Assistant Maths intervention training – 3 sessions – May -June 2018 (paid by consortium) 	£3118

<ul style="list-style-type: none"> • SENCO conferences/workshops – 3 days – £400 • Early Years conferences/workshops – 3 days - £375 • Reflective Practice & Attachment Training – January 2018 - £375 • Royal Shakespeare Company training – November 2017 - £500 • Team teach training – September 2017 – £493 	
<p>Transition</p> <p>A targeted transition programme for Year 2 pupils takes place throughout the year. This allows any disadvantaged or vulnerable pupils to gain extra support and guidance during the transition phase to Year 3.</p>	<p>£200 (£50 per child)</p>
<p>Mentoring and well-being support</p> <p>One to one and group mentoring supports pupils with emotional and/or personal problems. When required pupils have a key member of staff who tracks and monitors progress against specific targets.</p> <p>Introduction of Relax Kids sessions to support children in managing their anxieties and worries.</p>	<p>£1,800 (5 hours a week)</p> <p>£600 - (20 sessions x £30)</p>
<p>Leadership and management</p> <p>Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes:</p> <ul style="list-style-type: none"> • Leadership and management of an intensive identification process • Vigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place. • Reviewing the impact of all provisions and interventions that are in place. 	<p>£1200 (6 days across the year)</p>
<p>Intervention support groups/support for learning</p> <p>An in depth programme of intervention support groups, this includes:</p> <ul style="list-style-type: none"> • Pupils not making the expected progress in English, phonics and mathematics • Pupils with social communication barriers. • Pupils with very low reading ages. • Pupils experiencing reading difficulties not only with comprehension but also with reading accuracy. • Daily reading support for all PP children • Pupils experiencing writing difficulties • Early Help Intervention/Family support 	<p>£8,000 (2 hours a day, every week)</p>
<p>Paying for school trips/events</p> <ul style="list-style-type: none"> • Financial support for trips/events/activities 	<p>£210 - £30 per child</p>

The IMPACT of PUPIL PREMIUM spending 2017/18

YEAR	NO.	Pupil Premium Achieving Age Related Expectations (ARE) (July 2018)			ATTAINMENT GAP + or –			PROGRESS GAP AND COMMENTARY
2		Read.	Writ.	Maths	Read.	Writ	Maths	<ul style="list-style-type: none"> • Expected annual progress is 6 steps. • Reading – 6.50 PP steps v's 6.30 class • Writing- 6.75 PP steps v's 6.20 class • Maths – 6.75 PP steps v's 6.10 class • All 5 PP children achieved ARE in all areas • All 5 PP children made better progress than their peers
Pupil Prem.	5	100%	100%	100%				
Year Group	26	93%	87%	90%	+7%	+13%	+10%	

YEAR	NO.	Pupil Premium Achieving Age Related Expectations (ARE) (July 2018)			ATTAINMENT GAP + or –			PROGRESS GAP AND COMMENTARY
1		Read.	Writ.	Maths	Read.	Writ.	Maths	<ul style="list-style-type: none"> • Expected annual progress is 6 steps. • Reading – 6.00 PP steps v's 6.20 class • Writing- 6.00 PP steps v's 6.07 class • Maths – 6.00 PP steps v's 6.07 class • PP child achieved ARE in all areas • PP child made expected progress and was very close to their peers progress
Pupil Prem.	1	100%	100%	100%				
Year Group	29	90%	87%	87%	+10%	+13%	+13%	

Reception	NO.	Pupil Premium Age Related Expectations (ARE) (July 2018)			ATTAINMENT GAP + or –			PROGRESS GAP AND COMMENTARY
		Read.	Writ.	Maths	Read.	Writ.	Maths	<ul style="list-style-type: none"> • Expected annual progress is 4 steps • Reading – 5.00 PP steps v's 5.23 class • Writing – 6.00 PP steps v's 5.20 class • Maths – 4.00 PP steps v's 4.87 class • PP children achieved ARE in all areas • PP children made better than or expected progress in all areas
Pupil Prem.	2	100%	100%	100%				
Year Group	28	87%	77%	77%	+13%	+23%	+23%	