



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 2018 – July 2019

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 2018/19

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
4	3	1	0
Lead Teacher	Funding 2018-19	Actual Spend	Over spend
Mrs D Hughes	£5, 860	£11, 455	£5,595

Our four key objectives for 2018/19 were:

- Teaching and Learning:** to further improve teaching and learning across the school
- 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 £
<p>Teaching and learning</p> <p>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:-</p> <ul style="list-style-type: none"> TA's Maths Training x 3 sessions – Sept – Oct 2018 - FREE Understanding Trauma – November 2018 - £50 Autism Training – Tier 1 and Tier 2 – January 2019 - £300 Emotions Coaching for CLA – January 2019 - £50 Attachment Disorder Training – February 2019 - £50 	£1325

<ul style="list-style-type: none"> • Developing Resilience for CLA – March 2019 - £50 • Recognising ACE's in children – April 2019 - £50 • Relationships and Sex Education Training – May 2019 - FREE • Maths Mastery Training – From Sept 2018 – July 2019 - FREE • Interactive Whiteboard Training – May 2019 - FREE • SENCO conferences/workshops – 3 days – £400 • Early Years conferences/workshops – 3 days - £375 	
<p>Mentoring and well-being support One to one and group mentoring supports pupils with emotional and/or personal problems.</p> <p>6 x Relax Kids after school sessions for all children free of charge</p> <p>Uniform paid for for PP and CLA</p> <p>Before and After school club paid for for families of PP and CLA</p> <p>After school enrichment activities paid for for families of PP and CLA</p> <p>Early help offered as required</p>	<p>£720 (2 hours a week)</p> <p>£1800</p> <p>£200</p> <p>£1000</p> <p>£1000</p> <p>No cost</p>
<p>Leadership and management 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>Support for learning and Inclusion 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>Paying for school trips/events</p> <ul style="list-style-type: none"> • Financial support for trips/events/activities 	<p>£4,000 (1 hour a day, every week)</p> <p>£210 - £30 per child</p>

The IMPACT of PUPIL PREMIUM spending 2018/19

YEAR 2	NO.	Pupil Premium Achieving at least Age Related Expectations (ARE) (July 2019)			ATTAINMENT GAP + or –			COMMENTARY
		Read.	Writ.	Maths	Read.	Writ.	Maths	
Pupil Prem.	1	100%	100%	100%				The PP child made expected progress in RWM, in line with their peers.
Year Group	28	90%	86%	86%	+10%	+14%	+14%	

YEAR 1	NO.	Pupil Premium Achieving at least Age Related Expectations (ARE) (July 2019)			ATTAINMENT GAP + or –			COMMENTARY
		Read.	Writ.	Maths	Read.	Writ.	Maths	
Pupil Prem.	2	100%	100%	100%				<ul style="list-style-type: none"> The PP children made expected progress in RWM, in line with their peers.
Year Group	28	83%	76%	79%	+17%	+24%	+21%	

Reception	NO.	Pupil Premium Achieving at least Age Related Expectations (ARE) (July 2019)			ATTAINMENT GAP + or –			COMMENTARY
		Read.	Writ.	Maths	Read.	Writ.	Maths	
Pupil Prem.	1	100%	100%	100%				<ul style="list-style-type: none"> The PP child made expected progress in RWM, in line with their peers.
Year Group	28	79%	79%	90%	+11%	+11%	+10%	