

### **WHAT IS THE PUPIL PREMIUM GRANT?**

The Pupil Premium Grant is additional funding given to schools and academies to:

- Raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- Support children and young people with parents in the regular armed forces.

Schools and academies will receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years (Ever6).

The Department for Education has clear expectations how the Pupil Premium Grant may be spent:

- For the purposes of the school, ie, for the educational benefit of pupils registered at that school;
- For the benefit of pupils registered at other maintained schools or academies;
- On community facilities, eg, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

### **KEY PRINCIPLES FOR USING THE PUPIL PREMIUM GRANT AT THE FEDERATION OF BURSLEDON SCHOOLS:**

1. Our Federation has a strong commitment to raise achievements for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and we are determined to achieve this.
2. We never confuse eligible pupils with low ability and we strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
3. We aim to create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language

acquisition, parental engagement, opportunities for first-hand experiences and development of literacy and numeracy skills.

4. We use assessment systems to track and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and why. We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

5. We direct resources and interventions to accelerate progress of eligible pupils and close their attainment gap

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7. The Senior Leadership Team has a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.

8. We ensure class teachers, year leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

9. Our Governing Body is ambitious for pupils and closely monitors the federation's effectiveness in closing the gap between different groups of pupils.

10. Key to our success is that we actively research what has the greatest impact and implement strategies as appropriate eg

**2017-18:** Continual Professional Development focussing on enhancing ESAs skills

**2018-19:** Continual Professional Development focussing on Mastery

**2019-20:** Continual Professional Development focussing on Writing

### **HOW WE MONITOR THE IMPACT OF THE PPG**

As a Federation, we collect data for all of our pupils on four data drops a year: In 2019-20 these will be November 2019, February 2020, May 2020 and July 2020. From here our Pupil Premium Lead /SLT then analyses the data of our Pupil Premium children. We then compare their progress and attainment to our Non - Pupil Premium children.

We also use ASP and Local Authority data summary to compare our results against national and local expectations. This helps us to quickly identify any dips and develop strategies and interventions to promote improvement.

We use a range of monitoring to help us evaluate the strategies which we put in place. These are data, pupils' work, planning, observations, case studies, staff and pupil interviews. Following this analysis, interventions are adapted or changed if they are not working.

We regularly discuss our strategies, interventions and progress with the Senior Leadership Team and Governors.

A member of the GB is responsible for liaison with the school's pupil premium lead and our findings will also be reported to the Federation's Full Governing Body

**2018-19 Amount of Grant= £43,442**

<b>Key expenditure – how the allocation was spent</b>	<b>Focus</b>	<b>Total allocation</b>
Additional Phonic training and support	Phonics	£7,000
Funding for extra-curricular activities/ clubs / school trips including transport	Personal, social, emotional Curriculum	£4,000
Funding for breakfast club/ Nurture/ELSA / FEIPS training and supervision	Personal, social, emotional	£24,000/ £2,000 (Supervision)
Implementation of coaching	Quality First Teaching	£5,000
CPD and release time for SENco and ESAs	Quality First Teaching	£7,000

### Nature of support in 2018-19

- *Use of ELSA/ Nurture Groups to ensure that vulnerable children's emotional health and resilience are developed*
- *Employment of part time ESA to support the development of phonic and reading skills of pupil premium children*
- *Whole school focus on AfL to improve feedback between child and adult*
- *Breakfast club for those children who are at risk of underachieving because of attendance issues*
- *Support for pupils to access uniforms, trips and extra-curricular groups*

### Measuring the impact of PPG spending 2019-18

<b>EY GLD</b>	<i>% children of PP who achieved GLD</i>	<i>% children of non PP who achieved GLD</i>
<b>2016</b>	<b>17%</b>	<b>63% ( 46% Gap)</b>
<b>2017</b>	<b>44%</b>	<b>76% (32% Gap)</b>
<b>2018</b>	<b>56%</b>	<b>76% ( 20% Gap)</b>
<b>2019</b>	<b>53%</b>	<b>79% (26% Gap)</b>

<b>Yr1 PHONICS</b>	<i>% children of PP who achieved appropriate Phonic level</i>	<i>% of non PP children who achieved appropriate Phonic level</i>
<i>2017</i>	<i>57%</i>	<i>91% (Gap but FS PP GLD= 17% in 2016 so improvement of 40%)</i>
<i>2018</i>	<i>30%</i>	<i>93% ( Gap with 25% new pupils in yr1 who did not achieve appropriate level)</i>
<i>2019</i>	<i>75%</i>	<i>87% ( Gap = 12% FS PP GLD= 56% in 2018 so improvement of 31%)</i>

<i>KS1</i>	<i>% of PP achieving ARE</i>	<i>% of non PP children achieving ARE</i>	<i>Gap 2018</i>
<i>Reading</i>	<i>54% 10% GD</i>	<i>85% 42% GD</i>	<i>31% Gap ( FS GLD= 44% in 2017 so improvement of 9%)</i>
<i>Writing</i>	<i>23%</i>	<i>69% 8% GD</i>	<i>46% Gap ( FS GLD= 44% in 2017 so decline of 21%)</i>
<i>Maths</i>	<i>46% 8% GD</i>	<i>85% 29% GD</i>	<i>39% Gap ( FS GLD= 44% in 2016 so improvement of 2%)</i>

### **FUNDING ALLOCATION FOR 2019-20**

- £1320 for each eligible primary aged pupil.
- £2300 for each Looked After Child.
- £300 for each Service Child

School Allocation : £ 46,080

### **PROPOSED EXPENDITURE FOR PPG IN 2019-20**

#### **Identified barriers to educational achievement**

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning and speech and language
- Behaviour – pupils with specific social and emotional needs which affect their learning

***Therefore our targeted support for 2019-20 involves:***

- *Extending the breadth of the curriculum including investing in cultural capital and enrichment activities to enhance self-esteem and experiences who may not otherwise access them (**Research indicates a + 4 months effect**)*
- *Breakfast club/ paid after school provision for those children who are at risk of underachieving because of attendance/ social and emotional issues (**Research indicates a + 4 months effect**)*
- *Use of ELSA/ Nurture Groups to ensure that vulnerable children's emotional health and resilience are developed/ FEIPS provision as required (**Research indicates a + 4 months effect**)*
- *Whole school focus on AfL and Curriculum development to improve feedback between child and adult and to enhance **Quality First Education***
- *Cascading Coaching experience, including amount of trained coaches across **all** staff to enhance **Quality First Education***
- *Increasing levels of parental engagement through Easy Peasy App, Tapestry and targeted work- shops (**Research indicates a + 3 months effect**)*
- *Release time of Early Years Leader to liaise with our various pre-school feeders with particular focus on developing the oracy skills of our vulnerable children (**Research indicates a + 5 months effect**)*
- *Additional home visits in YR to aid a far more rapid transition into school*
- *Uniform grants for those children who are at risk of underachieving because of attendance/ social and emotional issues (**Research indicates a + 4 months effect**)*
- *Additional part time teacher for interventions/ booster in yr2*
- *Contributing to LA pilot on developing emotional health and well-being (**Research indicates a + 4 months effect**)*
- *Training 2 members of Federation staff to be Mental Health leads (**Research indicates a + 4 months effect**)*

<b>Key expenditure – how the allocation will be spent</b>	<b>Focus</b>	<b>Total allocation</b>
Funding for extra-curricular/ music/PE lessons/clubs including transport	Personal, social, emotional	£2,000
Additional p/t teacher in to support yr2	English and Maths	£12,000
Funding for school trips	Personal, social, emotional, English and Maths	£2,000
Funding for breakfast club/Nurture/ELSA/FEIPS/mental health training and supervision	Personal, social, emotional	£25,000
Implementation of coaching	English/Maths	£5,000