

Federation of Bursledon Schools Impact of Pupil Premium 2018-19 and Planned Expenditure 2019-20 Junior School

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 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

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, phase 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, March 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 governing body 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

Funding Allocation 2018-19= £102, 625

Dedicated PP ETA support for Comprehension skills x5AM per week	Reading Comprehension	£25, 000
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Implementation of Cognitive strategies across the curriculum	Metacognition	£6000
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Funding for extra-curricular/ PE lessons/clubs including transport	PSE	£9000
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Funding for school trips and residential trips and school radio	PSE Curriculum	£8000
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Funding for breakfast club/ELSA/FEIPS training and supervision	PSE	£42,000 / £2,000
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Implementation of Mastery	Curriculum	£12,000
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Nature of support in 2018-19

- Use of ELSA/ FEIPS Nurture Groups to ensure that vulnerable children's emotional health and resilience are developed
- Whole school focus on Mastery to improve feedback between child and adult
- Extending the breadth of the curriculum including investing in cultural capital and enrichment activities and curriculum ideas
- Breakfast club/ Early Morning Group for those children who are at risk of underachieving because of attendance issues or emotional health needs
- Subsidised trips, residential, provision of uniform, music lessons to ensure rich experiences to meet equality of opportunities
- Focused one-to-one reading comprehension support for Pupil Premium children in yrs3-6

Measuring the impact of PPG spending 2018-19 Yr6 Achievement 2019

	School 2017	National 2017	Gap between School and National at Expected 2017	School 2018	National 2018	Gap between School and National at Expected 2018	School 2019	National 2019	Gap between School and National at Expected 2019
Reading	64% 9% HS	55% 12% HS	+ 9%	78% 17% HS	64% 18% HS	+14%	42%	58% 4% HS	-16%
Writing	64% 0% HS	61% 8% HS	+3%	67% 6% HS	67% 11% HS	=	42%	63% 10% HS	-21%
Maths	64% 9% HS	58% 11% HS	+6%	72% 11% HS	64% 12% HS	+8%	42% 8% HS	63%/ 14% HS	-21%
Combined RWM	55% 0% HS	42% 3% HS	+13%	67% 0% HS	51% 4% HS	+16%	25%	46.8% 4% HS	-21.8%

In 2018 Our Combined Vulnerable children achieved 3% higher at expected standard than the National results for All Children

FUNDING ALLOCATION FOR 2019-20

- £1,320 for each eligible primary aged pupil.
- £2,300 for each Looked After Child.
- £300 for each Service Child

School Allocation: £113,400

Proposed expenditure of PPG spending 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 including support as required eg supporting their child's learning and individual needs
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning and attendance

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 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 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 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***
- *Focused one-to-one reading comprehension support for Pupil Premium children in yrs3-6 (Research indicates a + 5 effect)*
- *Enhancing Lunchtime Homework club for those children who find it hard to work at home (Research indicates a + 2 effect)*
- *Enhancing School Radio as reward, encouragement and oracy support for targeted children (Research indicates a + 5 effect)*
- *Subsidised extra-curricular activities/ residential for pupil premium children to enhance self-esteem and skill set (Research indicates a + 4 effect)*
- *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)*
- *Use of additional EP time to support PP with transition, inclusion etc (Research indicates a + 4 effect)*

Key expenditure – how the allocation will be spent in 2019-20

	Focus	Total allocation
Dedicated PP ETA support for Comprehension skills x5AM per week	English/ Reading	£ 28,500
Implementation of Cognitive strategies across the curriculum	Metacognition	£ 7,000
Funding for school trips and residential trips and school radio, uniform	Personal, social, emotional, English and Maths, curriculum	£ 9,600
Funding for extra-curricular/ music/PE lessons/clubs including transport	Personal, social, emotional, curriculum	£8,000
Funding for breakfast club/Nurture/ELSA/FEIPS/mental health training and supervision	Personal, social, emotional	£44,000/£2,000
Implementation of coaching	Curriculum	£10,500
EP time	Personal, social, emotional, cognition	£2,000

