



Woodcock Hill Primary School **Pupil Premium Grant Summary** **Updated in Summer, 2019**

What is the Pupil Premium Grant?

The Pupil Premium Grant is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium Grant is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium Grant funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At Woodcock Hill Primary School we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Woodcock Hill Primary School this is approximately **66%** of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

Context

When making decisions about using Pupil Premium Grant funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Pupil Premium Champion = **Mark Paine (Deputy Head Teacher - From September, 2019)**

Pupil Premium Governor = **Sarah Crosby**

Guiding Principles

It is the role of the Head Teacher, SLT and Governors to ensure that there are improvements to the performance of disadvantaged pupils in this school. At Woodcock Hill Primary School we believe that we can maximise the impact of our Pupil Premium Grant spending, by following the key principles below:

- We have high expectations
- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a solution-focused approach to overcoming barriers

Data Analysis

We will track the attainment of pupils benefitting from the Pupil Premium Grant carefully and use achievement data to check whether interventions or techniques are working and make adjustments accordingly. A senior member of staff will have specific responsibility for tracking progress.

The school will assess what additional provision should be made for the individual pupils at half termly Pupil Progress meetings. Pupil Premium pupils will always be on the agenda of Pupil Progress meetings, and the senior member of staff responsible will be present and will create an appropriate provision map of support needed by identified pupils.

Formative assessment data is collected on an ongoing basis, and this feeds into summative attainment data termly, recorded using the School's SIMS tracking system. This enables senior leaders and governors to track progress accurately and to compare attainment of disadvantaged pupils with non-disadvantaged pupils.

We will use external research evidence (Ofsted, other schools etc.) to allocate the funding to activities that are most likely to have most impact.

Identification of Pupils

All Pupil Premium children are considered in discussions with the team working with them. This will usually take place at Pupil Progress meetings which are held every half term. Pupils with historically lower attainment are targeted for 'catch – up' programmes and the way in which the teacher can plan for them is identified based on what is known already about their learning. Also, children where progress has slowed are discussed and any particular areas of difficulty are explored and acted on.

There may be other barriers to learning which can be addressed through the pastoral provision in the school – the emotional and behaviour support teaching assistant – so that meta-cognition is enabled.

We will ensure that:

- **ALL** teaching staff and support staff are involved in the analysis of data and identification of pupils ALL staff are aware of who eligible Pupil Premium and vulnerable children are
- **ALL** Pupil Premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just for lower attaining pupils)
- Children's individual needs are considered carefully, so that we provide support for those children who could be doing "even better if....."

Provision of Quality First Teaching

Our aim is that all children at Woodcock Hill Primary School receive good or better teaching on a daily basis.

The SLT will set high expectations for achievement and will monitor teaching and learning to ensure that non-negotiables, such as high quality planning, questioning and feedback, are implemented thoroughly and consistently across the school.

We will share good practice and draw on external expertise when necessary to support our practice and provision, including providing opportunities for our teachers to improve assessment practice through moderation, both in-house and with our local schools. We aim to provide high quality CPD (continuous professional development) to support and develop the skills of our staff.

Our practice is based on what works for our Pupils. We place an emphasis on quality feedback, collaborative learning and meta-cognition (through BLP characteristics – Building Learning Powers) – thinking and reflecting on learning.

We focus on doing these well, as well as providing a broad range of learning experiences based on a rich curriculum.

Increasing Learning Time

We aim to maximise the time children have to “catch up” through improving attendance and punctuality and extending learning out of school hours with booster groups and after school clubs.

Provision of individualised support

We aim to ensure that the additional support we provide is effective by:

- Carefully considering the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly so that additional interventions have an impact in the classroom.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.

At Woodcock Hill Primary School we have previously used Pupil Premium funding to support disadvantaged Pupils and families funding the following key roles:

- A Teaching Assistant in each Year Group throughout the School
- Two Higher Level Teaching Assistants (predominantly in Key Stage 1)
- SENCO (2 additional days) supporting Teaching & Learning throughout the School
- An Attendance Manager (0.50 FTE)
- A Breakfast Club for all Pupils
- Elective instrument tuition (for Upper Key Stage 2 Pupils)
- Staffing of a Learning Support Centre (in Key Stage 2)
- A uniform voucher scheme for Pupils & families that qualify for Pupil Premium
- Additional Teacher support (in upper Key Stage 2)
- Funding of enhanced strategies (Education Central, Maths & Reading focus & Behaviour)

Pupil Premium Grant funding has also been used to ensure that no child misses out on any educational enrichment opportunity – such as visitors in to school, visits and residential stays (wherever possible) because of financial disadvantage.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – attainment and progress data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice – to ensure that gaps in progress and attainment with non-disadvantaged children are reducing, both in school and nationally.
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly and provision for individuals and groups can be adjusted accordingly.
- Assessments are closely moderated to ensure they are accurate to inform the processes in place.
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children's needs and appropriate provision is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working, as evidenced during the monitoring process. An understanding of why a particular provision has not worked for an individual child is needed as all practice is based on successful precedent.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance, behaviour, attitudes to learning, attainment and progress across the curriculum.
- A designated member of the SLT maintains an overview of Pupil Premium spending (the Head Teacher)
- We use external expertise and review to assess effective spending and impact of the Pupil Premium Grant.
- A Governor is given responsibility for Pupil Premium and will challenge the school leadership on the performance of disadvantaged children across the school

Reporting

The Head Teacher will report to the Governing Body, via the Head Teacher's report to Governors each term.

Pupil Premium will be a regular feature on the agenda for governing body meetings. Information provided will be based on:

- The progress made towards narrowing the gap, by end of key stage results, for pupils eligible for Pupil Premium.

An annual outline of the provision that is made, an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to those children not receiving the support.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education. Parents and Carers of children eligible for the Pupil Premium Grant funding will be kept informed of their children's progress through formal parent consultations and reports and informal conversations through our 'open door' policy. We help parents / carers to support their children through our programme of parent meetings and workshops.

Each class holds a termly event with parent/carer involvement.

Parents and carers are encouraged to come into school and participate in events, including joining classes for lessons and INSPIRE workshops. We also run focused meetings on different areas of the curriculum, eg phonics, supporting reading etc. as well as discussing learning in our parent / carer coffee mornings.

Accountability

- Performance tables clearly show the attainment of Pupil Premium children compared to their non-disadvantaged peers
- Ofsted and HMI inspections
- Pupil Premium reviews – these can be internal, part of partnership work with local schools or commissioned by the LA
- Progress on narrowing the gap is monitored by the SLT (and also through school to school support and by the BEP Priority Lead).

Pupil Premium Grant Spending 2017/18 and Spending Plan 2018/19

<u>Heading</u>	<u>Last Year</u>		<u>Current Year (Plan)</u>	
	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>
Funding				
Pupil Premium	£173,220		£175,000	
Expenditure				
Teaching Assistants		£108,749	£104,335	45% of Overall Costs
Higher Level TA's		£29,550	£33,342	45% of Overall Costs
Attendance Manager		£6,618	£0	Admin function from Apr'19
Breakfast Club		£2,365	£2,364	45% of Overall Costs
Instrument Tuition		£1,800	£1,500	45% of Overall Costs
SENCO (2 Days)		£18,301	£19,594	40% of Overall Costs
KS2 Teacher Support		£5,200	£12,365	Increase Days Proposed
Visits Subsidy		£320	£1,000	
Uniform Voucher Scheme		£317	£500	
Total	£173,220	£173,220	£175,000	£175,000

Current Year Strategy

At Woodcock Hill Primary School we propose to use Pupil Premium funding to support disadvantaged Pupils and families by continuing to fund the following key roles:

- Teaching Assistants in each Year Group throughout the School
- Higher Level Teaching Assistants (predominantly in Key Stage 1)
- SENCO (2 additional days) supporting Teaching & Learning throughout the School
- Breakfast Club for all Pupils
- Instrument Tuition (for Upper Key Stage 2 Pupils)
- Staffing of a Learning Support Centre (in Key Stage 2)
- Uniform voucher scheme for Pupils & families that qualify for Pupil Premium
- Additional Teacher support (in upper Key Stage 2)

Pupil Premium Grant funding will also be used to ensure that no child misses out on any educational enrichment opportunity – such as visitors in to school, visits and residential stays (wherever possible) because of financial disadvantage.