

# The Pupil Premium: Using it to diminish the difference at Stroud Green Primary School

## September 2017 – September 2018

### **What is the Pupil Premium Grant?**

In 2011 the Government announced additional funding to schools to help us support children who are entitled to Free School Meals. Nationally the attainment data shows that children who are entitled to FSMs (Free School Meals) don't do as well as those children who are not entitled. The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services. The Government gives Stroud Green additional money for every child who is entitled to free school meals and we are asked to account for how we spend the money, making sure it makes a real difference to children's lives. We are very proud of the attainment of our children at Stroud Green and use our pupil premium money to specifically make sure that children entitled to FSMs make good and outstanding progress. On our website you will find the DfE guidance on how we can spend the funds.

### **Context**

Stroud Green Primary is a large 2-form entry school with 420 pupils. In 2017/18 we have approximately 22% (school census 2017) of our school community who are eligible for pupil premium grant support. The profile of our school indicates that the vast majority of these children are in the upper end of our school (year 3-6)

### **Rationale**

Stroud Green Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

### **Strategy**

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on *all pupils*
- focussed support to target *under-performing pupils*
- specific support targeting *pupil premium pupils*

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, Deputy Head teachers oversee outcomes, and the wider staff team implement and evaluate provision. The Deputy Head teachers (Inclusion & Teaching & Learning) regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

## Action Plan for Pupil Premium provision September 2017 – September 2018

### Main internal and external barriers:

- Vulnerable families and pupils with emotional and social needs
- High numbers of pupils with limited/no English
- High mobility
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills)
- School readiness (low academic baselines on entry, socially and emotionally ready)

### Desired outcomes to diminish the difference between Pupil Premium funded pupils and ‘Other’ pupils

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils’ social, emotional and health needs through small group interventions
- C. Continue to support pupils and families who are new to English/ no previous schooling
- D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- E. PP pupils make rapid progress to catch up to their peers
- F. More Able PP pupils ‘on track’ to exceed Expected Standard
- G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- H. Increase vocabulary, reading and phonics achievement in EYFS & KS1
- I. Improve school readiness and pupils’ enjoyment through providing before and after school clubs, subsidising trips.

\*Please see the Action Plan below for more detail around the above desired outcomes

### Action Plan for Pupil Premium provision September 2017 – September 2018

<b>Financial year April 2017 to April 2018</b>	<b>Amount of Pupil Premium Funding</b>
<b>2017 - 2018</b>	£163,679
<b>2016 - 2017</b>	£ 172,920
<b>2015 - 2016</b>	£ 175,560

Total Pupils on roll Recp. to Year 6:			
	2017 - 2018	2016 - 2017	2015 - 2016
Number of FSM pupils eligible for Pupil Premium	326 pupils on Roll 78 (24%) PPG (Jan census 17)	355 pupils on Roll 86 (24%) PPG (Jan census 16)	349 pupils on Roll 118 (34%) PPG (Jan census 15)

Action Plan for use of Pupil Premium 2017 - 2018								
Desired Outcome	Action: Pupil Premium used for...	Amount allocated (£)	New Continued action	Targeted Group(s)	Intended Outcomes How the actions impact on achievement	Monitored by	Impact Milestone January 2018 (Census data)	Final Evaluation July 2018
<b>Whole school strategies for all pupils</b>								
<b>D</b>	<b>Attendance support for pupils &amp; families – led by, Attendance and Admissions Team (SBM/HT/Office Manager and EWO)</b>	£4,000 EWO SLA SLT Time	Continued	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on <i>Persistent Absentees</i> .	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx. 17 children with less than 85% attendance	SBM HT EWO Inclusion Gov	Persistent Abs 38 50% PP children (January 2018)	
<b>I</b>	<b>Breakfast club serving approx. 30 children with enhanced provision for vulnerable children - led by B/C Manager</b>	£4,000 25% B/C Salaries	Continued	Whole school- targeted at PP children, other vulnerable children and children with poor attendance	Improved attendance, punctuality wellbeing and readiness to learn  (approx. 30 children)	DHT Inclusion	Average 33 attending B/C daily 10% PP (3 children)	
<b>B</b>	<b>Deputy Head Inclusion and Learning Support Assistants for children and families.</b>	£28,500 1 x LSA Salary	Continued	Whole school	Targeted focus work with families to enable them to support their child's learning and well-being.	HT Inclusion Gov	Approx families supported 15 - One:One 2 - HENRY Project 6 - Stay & Play	
<b>I</b>	<b>Breakfast Clubs resources.</b>	£1,000 Budget E19	Continued	Targeted children across school	Improved attendance, punctuality wellbeing and readiness to learn – particular focus on reading	B/C Manager DHT Inclusion	Average 33 attending B/C daily 10% PP (3 children)	
<b>B</b>	<b>ESOL and parenting support classes for parents</b>	£6,000 (EMA Teacher Salary 15%)	Continued	Whole school- families	All families across school have a weekly opportunity to our access free ESOL and parenting classes	HT DHT Inclusion Inclusion Governor	Approx Families supported 12 – ESOL classes	

**Targeted strategies for underperforming pupils and other pupils**

<b>E F</b>	<b>Additional Teaching Assistant 3 days a week in Upper KS2 boosting Year 5/6 Reading, Writing and Maths.</b>	£23,500 <i>(LSA Salary 75%)</i>	Continued	Year 5/6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and other Pupils (approx. 36 children per week across the year groups)	DHT T&L Phase Leader	Not yet started <i>(April 2018)</i>	
<b>C</b>	<b>Morning Booster Lessons in Maths, reading comprehension and writing</b>	£4,000 <i>(Leaders time)</i>	Continued <i>(Until May 18)</i>	Year 5/6	Small group teaching for targeted children to close the attainment gaps	DHT T&L Phase Leader	17 children targeted: 9 (53%) attending regularly	
<b>G</b>	<b>EMA Teacher allocated teach small groups of vulnerable children across Years 3,4,5 &amp; 6</b>	£21,000 <i>(EMA Teacher Salary 45%)</i>	Continued	Juniors (Years 3,4 5, &6)	Small group teaching of children new to English – Stage one and Two phase learners with emerging English	DHT T&L DHT Inclusion Inclusion Governor	90% accelerated progress through year group standards	
<b>E F</b>	<b>Three days Booster School at Easter.</b>	£6,000 <i>(3 x teacher overtime &amp; resources)</i>	Continued	Year 6	Accelerating learning & progress in Y6  Accelerating learning & Progress in Y6 Raise self-esteem, promoting confidence, social skills and increasing motivation. (approx. 20 children)	DHT T&L DHT Inclusion	Not yet started <i>(April 2018)</i>	
<b>C</b>	<b>Morning Booster lessons in Maths, Reading comprehension and Writing</b>	£4,000 <i>(Leaders time)</i>	Continued <i>(From May 18)</i>	Year 5	Small group teaching for targeted children to close the attainment gaps	DHT T&L Phase Leader	9 children targeted: 2 attending regularly (22%)	
<b>H E</b>	<b>Targeted support from additional qualified Early Years Practitioner to support teaching of phonics in small groups across Nursery &amp; Reception</b>	£32,000 <i>(EYP Salary 80%)</i>	Continued	Nursery & EYFS	Small group Phonics Intervention for Vulnerable children in Reception and Nursery	Phase Leader DHT Inclusion DHT T&L	Accelerated average points progress since baseline: Reading: 3.1 Writing: 3.2	
<b>E</b>	<b>Additional Phonics sessions in Year 1 and Year 2 from qualified Early Years Practitioner 3 x weekly</b>	£13,000 <i>(40% of salary)</i>	Continued	Year 1 & 2	Small group phonics Interventions 3 x weekly (target in Year 2 those children who failed Year 1 phonics 10 children)	DHT T&L DHT Inclusion Year two teachers	Baselined in January. Midway review date Feb5th	

### Targeted strategies for Pupil Premium pupils

<b>A</b>	Staff release time to support the leadership and management of pupil premium strategies.	£15,000	Continued	Whole School	Phase Leaders/EMA staff across school released for ½ day per half term to ensure pupil premium provision is tracked, monitored and evaluated half termly, including the support for families.	HT DHT T&L	PP targeted for quality first teaching support identified and baselined: reviewed and monitored by phase leaders. DHT midway review date 5th Feb	
<b>E</b>	HLTAs to teach small groups of vulnerable children across Year4 and Year 6 - high number of PP children in Y4 & Y3.	£25, 000 (HLTA Salary 75%)	New (May 2018)	Years 4 & 6	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (Working with 34 PP children in Y4 and 42 PP children in Y3)	DHT T&L DHT Inclusion Phase Leaders	Not yet started (April 2018)	
<b>E</b> <b>F</b>	Additional Teaching Assistant for 2 days in Y5/6 – high number of PP children in Y5.	£5, 500 (25% LSA Salary)	Continued	Year 5/6	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (Working with approx. 44 PP children)	DHT T&L DHT Inclusion Phase Leaders	Y5 PP attaining better than non-PP (-9% diff) Y6 PP attaining less than non-PP (+15% diff)	
<b>H</b>	Support programme for reading volunteers across the school – to read at least weekly with PPG children in KS1	£3, 000 (DBS, Training costs)	Continued (April 2018)	EYFS/KS1	Accelerate phonics learning, reading/comprehension and vocabulary in FS2 and KS1  (approx. 11 PP children per week across the year groups)	EYFS Phase Leader DHT T&L	Reading PP attaining less than non-PP in both yr groups Y1 – 11% diff Y2 – 21% diff	
<b>I</b>	Subsidising enrichment educational trips and visitors.	£6,000 (travel costs & teacher time)	Continued	Targeted PP children across school	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved	DHT T&L DHT Inclusion Phase Leaders	Pupil interviews show some increase in emotional awareness	
	<b>Total spend:</b>	<b>£201, 500</b>						