

## What is Pupil Premium?

The Pupil Premium is a funding stream from the Government that is allocated to schools on the basis of the numbers of disadvantaged pupils. National data indicates that disadvantaged pupils do less well in schools than their peers. This funding is additional other school funding so that we can provide extra support and resources to narrow the gap in achievement for these pupils.

Who is eligible for Pupil Premium and what is the amount of the grant?

Pupils who attract the Pupil Premium grant are defined below:

Disadvantaged Pupils	Pupil Premium per Pupil
Eligible to receive of Free School Meals because of low family income.	£1,320
Have been eligible to receive of Free School Meals because of low family income at any point in the last six years (known as the 'Ever 6').	£1,320
Local Authority 'Looked After' children.	£1,900
Children who have been adopted from care.	£1,900
Children who have left care under 'Special Guardianship'.	£1,900
Children who are recorded as 'Ever 4' service children or in receipt of a child pension from the Ministry of Defence.	£300
Early Years Eligible to receive of Free School Meals because of low family income.	£320

What should Pupil Premium be spent on?

Pupil Premium is not ring fenced at school level. Schools are trusted to use this funding for the purpose it was intended but in creative ways that deliver the intended outcomes and displays best practice. 'Pupil Premium is not a personal budget, it's a proxy measure for getting more money into schools taking into account the school's context.' Department for Education.

How much does Kippax Ash Tree receive from the Pupil Premium grant?

Number of funded eligible Pupils	Ash Tree Pupil Premium Grant 2017/18
75 pupils (19.4%)	£99000

## What is the profile of Ash Tree Pupil Premium Pupils in the 2017/18 Academic Year?

Some of our Pupil Premium children face other disadvantages or barriers to learning in addition to low income, such as having special educational needs, attendance issues, social care involvement or significant emotional need at home that has impacted upon them.

- Almost half (48%) of our Pupil Premium children also face difficulties through one other of the above in addition to low income.
- 31% are on the Special Needs Register.
- 29% experience two other barriers in addition to low income (SEN, poor attendance, social care involvement or significant emotional need).
- We seek to combine this knowledge of each child to formulate a programme of provision so our support can be best targeted to raise achievement and attainment.

What did Ash Tree spend its Pupil Premium Funding on in 2016/17?

Some of the interventions below are accessed by non-disadvantaged pupils and the cost topped up from the general school budget.

Colour key	No impact evident	Some possible impact	Evidence of positive impact	Sustainable strategy for next academic year
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Issue Identified	Action	Cost from PP Budget	Impact for Disadvantaged Pupils
Poor attendance and persistent lateness	Attendance monitoring and parent liaison hours for Learning Mentor and development of Pastoral workers in each phase  Liaison with Extended Services including home visits	£14,000  (x4 TA 1 hour daily + LM overview)	Attendance has a higher profile and number of PA cases have significantly reduced. 4 PA cases remain. Each case has other complicating factors that school are supporting families with via Guidance and Support, SEMH and / or counselling.  Increase CP support and nurture development
Lack of engagement in school	After school provision mad science, Enrichment clubs	£3,450	Increased schools participation, improved behaviour and attitude outcomes
Lower EYFS Baseline Assessment	Development of the Foundation Stage to follow the principles of Reggio Emilia, encouraging deeper learning approaches for Early	£1000	Internal assessment monitoring half termly evidence increased progress being made for FSM learners – this approach was used 2016/17 and allowed GLD to match national and exceed local outcomes significantly (Sch GLD=79%)
Low reading levels KS1	Read Write Inc programme implemented across FS & KS1	£10,000	KS1 data for 2017 did evidence increased impact – phonics attainment increasing from 63% to 85% with FSM pupils attaining at expected level when compared to national.
Low reading Levels KS2	Bug Club licence to support reading at home – Book Talk Training and Curriculum review introduced to challenge poor performance in reading for FSM pupils in KS2	£2,650 bug club  £1000 Book Talk	KS2 FSM performance was lower than NFSM as with previous year and this trend needs to be reversed – overall improving picture but gap did not close
Low levels of Speech and Language	Purchasing of enhanced speech and language offer (1 day each week)  0.4 SaLT worker  0.2 SaLT worker	£6,000  £5,000  £2,400	Ongoing support given to all children with SaLT need – improving writing and reading outcomes are supported by the SaLT work
Need to track, plan for and monitor	Development of vulnerable pupil tracking system	£2,000	Support well targeted and documented in school via year group action plans and data reports written half termly

EYFS / KS1 Non class based DHT	Working with vulnerable identified children in each cohort -DHT has responsibility for improving outcome for FSM /vulnerable learners	£20000	Improved outcomes in GLD for FSM and NFSM compared to previous year  Improved outcomes at expected and at greater depth in KS1 in all subjects for FSM and NFSM compared to previous year
KS2 Non class based DHT	Working with vulnerable identified children in each cohort -DHT has responsibility for improving outcome for FSM /vulnerable learners	£20000	Improved outcomes at expected in reading, maths and science

#### Additional Aspects of School Development for Vulnerable Learners

Social, Emotional, Mental Health needs  Pastoral team available to provide support families and children to access	Counselling through Extended Services  TAMHs provision  Nurturing parents support  Webster Stratton Support  Nurture training and provision developed	AIP budget accessed  £11,000 TA made non classed based to support the work of the Learning Mentor	Improved self-awareness and self- esteem.  Evidence to link this to improvement in outcomes is not available
Children unable to afford school trips	Subsidy for PP pupils	£1,000 allocation per year	All children with parental permission participate in educational visits and residential visits. Evidence to link this to improvement in outcomes is not available
School uniform provided	School uniform provided upon request	£200 allocation per year	Vulnerable pupils have sense of inclusion Evidence to link this to improvement in outcomes is not available
Lack of wider engagement with school life and learning	Enrichment Clubs	£5000 – 1 TA leading the process 1 hr daily	PP children have wider interests, are able to attain certificates of achievement & increase social opportunities Evidence to link this to improvement in outcomes is not available
Low maths levels in KS1	Numicon maths teaching – numicon set bought for all classrooms, staff training	£1,500	Children with lower prior attainment able to access learning successfully
Lack of challenge and mastery in Y2 maths	Bar modelling and White Rose Hub training to improve quality of maths planning and teaching	£2,000	2017 data did evidence increased outcomes for NFSM &FSM learners

Low maths levels in UKS2	tutorial time, visual images and models	£1,500 – staff lead daily tutorial sessions	Y3 maths results improved over time in Y3 to allow high 'on entry' levels to year 4

and attainment			whole cohort. Gap narrowing in Writing and maths across school from previous year.
Low levels of achievement of SEN children	in KS1 and FS 1/2 day, daily.	£5,250	20% of PP cohort on SEN register at 'are'.

Colour key	No impact evident	Some possible impact	Evidence of positive impact	Sustainable strategy for next academic year
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What is Ash Tree spending its Pupil Premium Funding on in 2017/18?

Issue Identified	Action	Cost	Impact to be evaluated Sept 2018 (mid-point evaluation completed Jan 18)
Poor attendance	Attendance monitoring and parent liaison hours for Learning Mentor. Liaison with Extended Services including home visits  Fast Track Attendance Initiative to be rolled out  Pastoral Team – home visits, daily phone calls	£1,000	Attn. continues to be a focus area for PP learners – Holidays in term time being a significant on-going issue <b>Jan 18</b>
Failure to complete homework & engage in learning beyond the classroom	Enrichment clubs – including weekly homework clubs	£5000	All PP children requesting Enrichment club give places to support increased confidence and engagement with education <b>Jan 18</b> <i>vulnerable learners don't always request places or don't attend when given places – maybe f that because we don't charge parents may not believe the place has any 'value'</i>
Low reading levels including low phonics scores	Review and re-development of RWInc with identified RWInc leader in school ensuring fidelity to programme	£2,000	Improving progress data each half term of academic year of 2017/18 <b>Jan 18</b> <i>Phonics report support increased data outcomes</i>
Low reading Levels	Increased individual reading sessions for identified children	£0	Confidence in reading growing – progress data for internal data tracking report evidences improve out comes in KS1 reading – <b>Jan 18</b> <i>additional monitoring needed to assess success of approach accurately – see reading files evidence trails</i>
Low levels of Speech and Language	Employment of additional Speech and Language therapist to work with children and train staff	£4000 £6,500	SaLT outcomes improving via attainment of SaLT IEP target attainment  <b>Jan 18</b> <i>additional monitoring needed to</i>

	1 day each week	£2000	<i>assess success of approach accurately</i>
	Enhanced SaLT package from LA	£1000	
	HLTA leading KS1 SaLT interventions		
	Teacher & NNEB trained in Talk Boost Intervention		
Need to track, plan for and monitor changing needs/support required (s)	DHT working with key identified groups in all phases to ensure children with significant need have quality first input	£40000 2x DHT working 0.5 approx in class	DHTs ensure disadvantage plans are implemented, are working with identified groups and monitor and evaluate processes on half termly basis. Support T&L in classrooms to improve quality first teaching delivered <b>Jan 18 improved T&amp;L observation outcomes but not matched to assessment data outcomes – more drop-ins required in addition to triangulation</b>

Children unable to afford school trips	Subsidy for PP pupils	£1,000 allocation per year	<b>Jan 18 evidence based not sufficiently developed – possibly need case studies</b>
Underachieving more able writers	Weekly intervention sessions led by DHTs Weekly tutoring before and after offered for by SLT for underachieving learners	£8,000	<b>Jan 18 evidence based not sufficiently developed – possibly need case studies</b>
Low levels of achievement and attainment	Additional DHT teaching support in all Key stages to narrow the gap.	£32,100	<b>Jan 18 evidence based not sufficiently developed – data reports do not yet evidence difference in comparative</b>
Under attainment for SEN/D learners	Sensory circuits implemented daily with additional focus upon phonics teaching and decoding skills	£4,000	<b>Jan 18 data report and phonics assessment evidence improved progress and attainment outcomes for all learners taking part in the sensory circuits compared to differentiated phonics group alone</b>

Additional money from the school budget is also used to targets Pupil Premium children's intervention and support our 'vulnerable learners' regardless of economic status. As such the identified budgets are in excess of our Pupil Premium budget.

#### **How is the impact of Pupil Premium monitored?**

The impact of the Pupil Premium spend is monitored by the Head teacher and by the Governing Body via termly reports to the Governing Body where outcomes and pupil progress are analysed, leaders are held to account for outcomes in learning

#### **What is the sustainability of the Pupil Premium Strategies put in place?**

Sustainability of strategies is dependent upon pupil number and PPG allocation. In the last 3 academic years we have had a falling birth rate in the area and therefore this has had budget implications. Where we have not seen a positive impact, strategies have not been continued or adapted. We have been unable to sustain some intervention based upon limited impact so far and reduced budget. As we were

supporting the PPG and approaches from the main school budget some adaptation is required to continue more successful approaches into the next academic year. Staffing changes and leadership structure will further have an impact upon sustainability over the next academic year.