

Disadvantaged Pupil Premium Summary – April 2017

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference between them and their peers. Pupil premium funding is available to all local authority maintained schools, academies, and free schools.

Funding for financial year 2016 to 2017

In the 2016 to 2017 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Families can apply for free school meals if they receive an income-based benefit, e.g. income support, or possibly Child Tax Credit. Generally speaking, the annual income for a family eligible for free school meals is approximately £16,190 or less.

In addition to this, schools will receive £1,900 for any pupil:

- who has been in local-authority care for 1 day or more
- who is identified in the January 2016 school census as having left local-authority care as a result of either adoption, a special guardianship order, or a child arrangements order

For the pupils who attract the £1,900 rate, the virtual school head of the local authority that looks after the pupil manages the funding, but for the other pupils, the funding is managed directly by schools.

Data from the January 2016 school census is used by the DfE to calculate the allocations for the 2016-2017 financial year. These allocations are then paid in to schools in four quarterly instalments. These payments are made directly from the DfE to academies and free schools, and via the local authority for maintained schools.

The Service Premium

Schools also receive £300 per child for any child who has been recorded as a service child in the last five years. Schools are held to account for the effective use of this funding, but these pupils are not categorised as 'disadvantaged'.

The government has committed to continue the pupil premium for 2017-2018.

The school's use of the pupil premium

It is each individual school's responsibility to decide how best to spend their pupil premium allocation. As of November 2016, schools are required to publish a strategy for the school's use of the pupil premium. This is a change from the previous requirement to publish a 'pupil premium statement'.

For the current academic year, they must include:

- the school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how they will spend the pupil premium to address those barriers and the reasons for that approach
- how they will measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, they must include:

- how they spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

The National College for Teaching and Leadership, and the Teaching Schools Council have produced an example of what an effective strategy statement should look like, and an annotated example of the primary version is provided at the end of this document as Appendix A. A number of Bracknell Forest schools have used this template to good effect, including Wildridings Primary School and Uplands Primary School.

It is worth noting that these examples include use of the funding to deliver whole school strategies to improve aspects of teaching and learning, in addition to highly targeted interventions for individuals with specific needs. Barriers to learning for disadvantaged pupils can relate to the pupils, the community and to the school itself.

Less effective strategy statements for diminishing the difference often feature the following issues:

- Leaders have not dug deep enough to accurately identify what the key barriers to learning are
- The strategy is not fully understood by leaders at all levels in the school
- The approaches listed in the strategy do not closely match the weaknesses identified in the school's data
- Leaders are focused on pupils making the same progress as their peers, whereas often pupils need to make accelerated progress in order to catch up and achieve well
- Funding is concentrated on key assessment points (e.g. Year 2, 6 and KS4), rather than on early intervention in Early Years or Year 7
- There is no clear rationale for the strategies chosen that refers to evidence about what works
- Schools are using strategies with poor outcomes in research.

The Education Endowment Foundation has created a teaching and learning toolkit which helps schools to use the funding effectively:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

Success in diminishing the difference

An effective strategy to diminish the difference between disadvantaged pupils and their peers goes way beyond the effective use of the funding. Successful approaches are explored in the DfE research report, 'Supporting the attainment of disadvantaged pupils: articulating success and good practice', November 2015.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

Please see the following extract from page 70 of the report which summarises the key features of successful schools:

4 How are schools raising the attainment of disadvantaged pupils?

4.1 Summary

Interviews with schools that were more or less successful in raising the attainment of disadvantaged pupils indicate there is no single intervention that ensures success. That said, more successful schools appeared to be implementing their strategies in greater depth and with more attention to detail. The research team identified the following building blocks for success:

1. Whole-school ethos of attainment for all

- Indicated by a personal commitment to improving disadvantaged pupils' attainment versus external obligation and stereotyping
- Seeing material and pastoral compensation for deprivation as necessary but not sufficient for promoting attainment, versus seeing compensation as the main objective.

2. Addressing behaviour and attendance

- Investing in individualised problem-solving and emotional support versus providing access to generic support.

3. High quality teaching first

- Focus on improving the quality of classroom teaching first versus a focus on bolt-on strategies and activities outside school hours.

4. Meeting individual learning needs

- Differentiated responses for individuals versus 'one size fits all'
- Focus on outcomes for pupils versus focus on providing strategies.

5. Deploying staff effectively

- Developing skills and roles of existing teachers and support staff versus employing additional teachers who do not know the pupils.

6. Data driven and responding to evidence

- Frequent versus one-off assessment and decision points
- Focus on early intervention versus focus on end-of-key-stage.

7. Clear, responsive leadership

- Setting ever higher aspirations and devolving responsibility versus accepting low aspirations and variable performance
- Adaptive versus static responses to improving attainment
- More successful schools described an improvement 'journey' which took three to five years to achieve. Less successful schools seemed to be at an earlier stage of development, still tackling issues that more successful schools already appeared to have overcome.



Pupil premium strategy statement: primary schools, completed example based on fictitious school

As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£70,000	Date of most recent PP Review	n/a
Total number of pupils	247	Number of pupils eligible for PP	63	Date for next internal review of this strategy	Jan 2017

2. Current attainment			
	Use measures that replace levels.		
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		71%	75%
% making progress in reading		87%	92%
% making progress in writing		91%	95%
% making progress in maths		85%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Behavioural issues of Year 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on

5. Planned expenditure

Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in Reception B. Improved progress for high attaining pupils	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	Deputy Head	Jan 2017
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	English lead	Jan 2017
Total budgeted cost					£15,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in reception B. Improved progress for high attaining pupils	121 and small group provision of Nuffield Early Language Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017

B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Mar 2017
Total budgeted cost					£25,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2017
C. Problem behaviour in Year 6 addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.	Year 6 teachers	Jun 2017
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment cross-circular	Staff sent on external 'growth mind-set' course	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. But Progress 8 data shows that PP students did not make expected progress.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050
<p>This is a review of the previous year, so the outcomes and success criteria will be different to above.</p> <p>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</p> <p>Lessons learned maybe about impact or implementation.</p> <p>For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</p>				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 6 literacy results	One to one tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 13 pupils. £20,150.
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain progress for high ability pupils over summer.	Summerschool programme for high ability PP pupils.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 21 pupils. £26,460.
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>				