

Pupil Premium Spending – September 2019-20

Why?

After reviewing the Sutton Trust and Education Endowment Foundation findings, and also looking at the results of progress and attainment made by our pupils in the past 4 years, we have decided to spend our pupil premium money as defined in the document 'How we spend our PP money.'

Evidence to back our funding includes:

Early Years Intervention (+6mnths) – Since 2014 we have opened nursery to children as soon as they reach their 3rd birthday, also opening nursery in the afternoons. We particularly target PP families with siblings in school. We don't actually receive funding for these pupils until the term after they reach their 3rd birthday. We are offering 30 hour provision from September 2017. We also offer lunchtime provision for our F1 pupils. Our PP children are offered extra sessions free of charge and we have noticed an improvement in their progress.

Evidence - starting early (i.e. 3 years old) is more likely to have an impact than shorter durations starting later, which on average produce much lower gains.

Reading Comprehension Strategies (+5mnths) – For KS2 we have bought 'Scholastic Pro' and over 250 new reading books – this reading comprehension approach carefully selects activities for pupils according to their reading capabilities, and ensures that texts provide an effective, but not overwhelming, challenge. Computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills.

We have recently refurbished the library and spent £2400 on new updated, modern reading books which also fit into the Scholastic pro scheme.

For KS1, we have invested in 'Switch On' – a focussed 1:1 reading intervention with guaranteed results. PP pupils are targeted for this intervention.

We have invested in professional development in this area for all staff (teachers & TA's.)

We have since invested in 'Switch On Writing' and have trained all staff. TA training completes in March.

Evidence – 'On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.'

One to One Tuition (+5mnths) – Pupil Premium KS2 pupils and EFL/LAC pupils have received 1:1 tuition over the year. EFL/LAC pupils (who receive PP funding) have received half an hour each, every day, every week.

Evidence – 'Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'

Social and Emotional Learning (+4mnths) – Since 2014 a learning mentor was employed afternoons only to help improve the social and emotional dimensions of the learning of our pupil premium pupils. SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. As with behaviour interventions, three broad categories of SEL interventions can be identified: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom; 2. More

specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; 3. School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning. We also invested in a Counsellor and a Family Support Worker who also target our PP pupils. Our previous learning mentor retired in April 2019. We have since trained a member of staff who is in the process of developing the role even further. This includes changing the environment, visiting other schools to see the role in a variety of settings, , hosting learning mentor cluster meetings & attending specialised training such as ELSA training.

Evidence – ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months' additional progress).SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.’

Small Group Tuition (+ 4 mnths) - Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. We have invested in training for both teachers and TA's (guided reading training, phonics training, feedback training etc). Small group work and teachers working with direct small groups has been a focus for lesson observations.

Evidence – ‘Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explain this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.’

Phonics – (+4mnths) – All staff have had phonics training, we have also invested in extra staffing to teach phonics throughout the school (5 classes split into 10 groups.)

As from September 2017, following our PP KS1 results, we have invested heavily in Read, Write, Inc – this includes training for all staff and the purchasing of all resources. This training has continued into 2019-20. All TAs have already observed teaching staff delivering the sessions & tracking has become more thorough (see phonics action plan.)

Evidence – ‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.’

Behaviour Interventions (+4mnths) – Behaviour interventions, such as Positive Play, seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. We invest in staff training and time allocation to ensure that anti-social behaviour is at a minimum. Positive Play has proved itself to work well, especially with our older PP children. As from 2018 we have adapted our behaviour policy to ensure that we are rewarding the positive behaviour rather than punishing negative.

Evidence – *‘Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.’*

Reducing Class Sizes (+3 mnths) – In 2017/18 we invested in another teacher in KS2 and are now able to teaching in year groups, making the average class size 22. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.

Evidence- *‘Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20.’* (Ours will be 19 & 13.)

Outdoor Adventure Learning (+3mnths) – In 2014 we introduced outdoor adventure learning (a week long) to pupils in Y5&6. The visit is optional however we heavily subsidise pupil premium pupils and target these pupils. Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering, survival, ropes or assault courses, or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive block experiences or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved. In 2016 we invested in ‘Forest Schools’, an alternative form of outdoor learning that can be taught across the whole school age range – As from 2017, Forest Schools is an everyday part of our curriculum, with pupils in years 2, 4 & 6 being taught Forest School for a full term each.

Evidence – *‘Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months’ progress.’*

Teaching Assistants (+1mnth) – Our Teaching Assistants have received specialised training in various curriculum areas including maths (3x full days), Number Box, Switch On, Precision Teaching, Guided Reading, Read, Write, Inc & Phonics. They are paid to attend specialised staff meetings with teachers to discuss planning, timetables etc. Our TA’s will usually have a focus group within the lesson or be delivering an intervention in which they have been trained.

Evidence- *‘Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.’*

Philosophy For Schools (+2mnths) – **A programme that aims to develop children’s social skills and cognitive ability.** We started this programme in September 2017 and will continue

to develop & work with Sapere. We currently have the silver award and are working towards the gold award. Evidence- *'Evidence suggests that this programme develops social skills and cognitive ability in the child and also improves the teacher s' talk.'*

Mastery Learning (+5mnths) – We are now following the mastery approach in years 1-6, using TA's to work with PP children during the extra sessions. Evidence- *'Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap.'*

HOW?

We measure the impact of our pupil premium funding through a variety of measurements:

- The academic attainment and progress of all vulnerable children is tracked alongside their peers and also separately (see data)
- Attainment & progress of PP children is discussed at pupil progress meetings.
- The emotional state of PP children is measured by the learning mentor & discussed in the learning mentor meetings.
- Attendance of PP children is tracked. The Pastoral Officer and HT meet regularly to look at attendance and monitor identified PP pupils.
- When analysing the behaviour logs, PP are identified and tracked.
- All of the above information is shared at the Strategic Development & Pupils Governor meetings.

