

Huntspill Community Federation

PUPIIL PREMIUM GRANT

REPORT TO GOVERNORS 2017-2018

The Pupil Premium was first introduced in April 2011 to give schools funding for every child registered as eligible for free school meals (FSM) & for children who have been classed as looked after for six months or longer. For the financial year beginning in April 2012, pupil premium funding was increased & extended to include all pupils on the January school census known to have been eligible for FSM at any point in the past six years. These pupils are known as 'ever 6 FSM' pupils.

Pupil premium in a variety of forms is provided to support:

- i. Children entitled to free school meals (FSM)
- ii. Looked-after children (LAC)
- iii. Children adopted from care
- iv. Children who leave care under a special guardianship order or residence order
- v. Children with parents in the armed forces (service premium)

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) & their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is allocated to schools & is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.

In using pupil premium funding we have:

- i. a clear policy on spending the Pupil Premium
- ii. never confused eligibility for the Pupil Premium with low ability, & focused on supporting disadvantaged pupils to achieve the highest levels they could
- iii. ensured that class teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress
- iv. analysed which pupils were underachieving, particularly in English & mathematics, & why
- v. focused on giving pupils clear feedback about their work, & ways that they could improve it
- vi. used research evidence (such as the Sutton Trust toolkit) & evidence from our own experience for activities that were most likely to have an impact on improving achievement
- vii. used data to check whether interventions or techniques were working

THE TEN 'TOP GAP BUSTERS'

- i. **High profile of those eligible for pupil premium** - the high profile of disadvantaged pupils among staff ensures that all are aware of their needs & of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils & the responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's Pupil Premium Project & its outcomes.
- ii. **Quality first teaching** - all staff recognise & accept that the vast majority of pupils' progress comes out of good teaching & learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills & clear assessments that support learning.
- iii. **Data tracking that identifies the gaps** - data tracking is used rigorously across the Federation & identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. The subsequent interventions are based on underperformance & other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school. The academic interventions draw on whole-school funding. Interventions to support the 'other factors' then draw on Pupil Premium funding.
- iv. **Literacy & numeracy support** - the development of good literacy & numeracy skills is a Federation focus. Progress is carefully tracked & monitored across both schools. Where appropriate pupils are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.
- v. **Targeted support** - tailored individual support is provided across the curriculum & arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress
- vi. **The full range of educational experiences** - support is given to ensure that all pupils have full access to broad educational experiences, such as trips, competing in sporting events & participating in after-school clubs.
- vii. **Behaviour for learning** - we recognise the crucial link between good behaviour & effective learning. Therefore developing pupils' social skills is viewed as essential to successful achievement.
- viii. **Good attendance** - staff, teachers, parents, carers & pupils understand the link between attendance & achievement. Attendance levels for all disadvantaged pupils are checked & acted upon. Systems are in place to make early identification of issue and need.
- ix. **Recognising barriers** - staff are aware that a range of barriers to pupils' learning, including attendance, behaviour & family circumstances need to be tackled to ensure pupils achieve.
- x. **Take a long term view** - we recognise that we cannot just concentrate on 'quick wins'. We recognise that efforts to stop achievement gaps from widening long before the end of a key stage are important.

The Huntspill Federation has allocated pupil premium funds to a wide range of educational areas.

Examples include:

- Additional teacher support
- Additional TA support to deliver personalised learning programmes
- Staff training
- Additional resources, such as SEN intervention resources
- Intervention support
- Primary resource packages
- Consultancy support
- Additional ICT equipment including laptops and software to support individual needs
- Enabling pupils to participate in clubs/activities
- Funds per pupil to access uniform, bookbags, trips
- Social skills groups

IMPACT OF PPG SPENDING

The School will measure the impact on pupils each term. Evaluation will focus on academic gains & how pupils' self-confidence has developed as a consequence of PPG spending

Examples of impact include:

- i. Identified pupils made expected progress with some exceeding their targets
- ii. Major progress in social and emotional development

BARRIERS TO EDUCATIONAL ACHIEVEMENT	
BARRIERS	OVERCOMING BARRIERS
i. Lack of resilience impacting on self-confidence when approaching work	i. To help develop resilience, additional TA provision in each class to provide specific in class support for small groups/individuals Enable children to have access to school clubs that charge for participation & for trips /school journeys
ii. Social & emotional issues affecting learning behaviours that support independent learning	ii. Social skills work as & when considered appropriate
iii. Spelling, punctuation & grammar skills limiting writing ability across the curriculum Confidence in problem solving limiting mathematical progress	iii. To accelerate progress of pupil premium children, & also those behind expected progress levels additional TA support will provide in-class support & intervention programmes Resources will be provided to support Teachers accelerating progress of pupil premium children
iv. Poor attendance/time keeping	iv. Additional admin support to monitor attendance & then develop strategies to improve it

Use of Pupil Premium 2018 - 2019

We plan to use our Pupil Premium Grant in the same way this year and aim to increase the percentage of PPG children, particularly highlighting small groups, to achieve greater depth.