

Pupil Premium Expenditure

2018-2019

What is the Pupil Premium Grant?

The Pupil Premium Grant is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include children who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment of these groups.

School Pupil Premium Grant Aims

The targeted and strategic use of the Pupil Premium Grant will support us in achieving our aim of helping everyone achieve to their full potential. As a school we do this by:

- Assuring the best possible delivery of learning experiences in the classroom.
- Having a range of group and individual interventions designed to support those with identified needs.
- Trying to offer a rich and varied menu of activities designed to engage and motivate children, raising their aspirations and creating a positive attitude towards their learning.

School Vision

Our vision underpins every aspect of school life and our duty is to enhance the life chances of all children.

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve even when challenged.

The targeted and strategic use of pupil premium funding will support us in achieving our vision.

Principles

- The Pupil Premium income will be clearly identifiable within the budget.
- The Head teacher in consultation with the Pupil Premium Champion, Governors and staff will decide how the Pupil Premium grant is spent for the benefit of the entitled children.
- We will assess what additional provision should be made for individual children and ensure that teaching and learning opportunities meet the needs of all of the children.
- We will identify the specific provision which is required to support children in receipt of the grant in relation to their learning. Each class will have a Provision Map to identify areas of need and what the provision of support is.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of children the school has legitimately identified as being socially disadvantaged.
- We will ensure that the funding reaches the groups of children for whom it was intended and that it makes an impact on their learning and life.
- The Pupil Premium Grant will be used to provide additional educational support to improve their learning and raise achievement.
- The funding will be used to narrow and close the gap between the achievement of these children and their peers.
- We will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We will be accountable for how the additional funding has been used to support the achievement of those children covered by the Pupil Premium.
- The Pupil Premium Champion will report to the Governing Body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used. We will monitor evaluate and review the success of the impact of the funding.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.

Summary information – September 2018			
Academic Year	2018 - 2019	Total PP budget	£115,780
Total number of children	360	Number of children eligible for PP	95 children

In-school barriers (<i>issues to be addressed in school</i>)	
A	Oral and language skills upon entry to school are weak and slower progress in reading and writing in the Early Years and KS1.
B	Spelling knowledge is weaker and this is preventing children's writing from progressing at expected rates.
C	Social and emotional support is imperative for some children to ensure they are ready to learn and can access the curriculum. We need to ensure that any social or emotional difficulties do not prevent the children from achieving their full learning potential.
D	Continue to improve attainment and progress for all PPG children.
E	To have a more robust system for monitoring Pupil Premium provision, spend and impact.

External barriers (<i>issues which also require action outside school</i>)	
F	Attendance rates will be monitored for children and school procedures followed for low attendance in agreement with Headteacher and the EWO.
G	Low parental engagement and home learning including reading.
H	Inability to take part in extended school activities due to financial reasons.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Better oral and language skills for children in the Early Years Foundation Stage, measured through the EYFS Learning Goals and in Key Stage 1 measured using the national curriculum, interim framework and the Year 1 Phonic screening assessment.	Children in Reception reach a good level of development in the areas of 'communication and language' and 'literacy'. Children also meet age related expectations in the Year 1 Phonic Screening Check and by the end of Key Stage 1 measured against the interim framework.
B	Children's spelling skills are improved and they apply these effectively in their writing. Therefore children reach the age expected spelling standards for their year group.	Writing attainment increases and the gap between PPG and Non PPG children diminishes.
C	Social and emotional issues will be reduced and not impact on the progress and attainment of children. This will be measured through the use of Boxall profiles and SDQ questionnaires.	Children will make progress socially and emotionally allowing them to better access the curriculum and make progress in reading, writing and maths. Work with SENDCO to ensure referrals are made to outside agencies to support emotional or behavioural difficulties where appropriate.
D	Fewer gaps between PPG and Non PPG children in terms of points progress and year group attainment measured by national curriculum objectives in R, W and M.	All children will achieve their individual target with children without a SEND meeting age related expectations in R, W and M.
E	To have a more robust system for monitoring Pupil Premium provision, spend and impact.	Use data tools that will enable us to record and monitor impact of provisions.
F	Good or excellent attendance rates measured by percentage of sessions attended.	Have attendance rates above 97%.
G	Increase the amount of homework tasks completed by children. Each class teacher will track this. Increased opportunities for children to read. Increased progress in reading measured through tracking system against national curriculum objectives and through their progression through the reading scheme.	Children will complete all homework tasks. Children who are not heard when reading at home will be heard more frequently in school through 1:1 daily reading, reading intervention groups and attendance at before and after school clubs. This should increase the progress made in reading.
H	To support and extend extra-curricular clubs with provision for Pupil Premium children.	More children attend after school activities from Pupil Premium Group and attendance on trips and residential experiences full attended by PPG children.

Planned expenditure

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.

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 it be reviewed?
To be confident speakers in and out of the classroom. With children having better oral and language skills in the Early Years Foundation Stage and Key Stage 1.	<ul style="list-style-type: none"> • Increase Talk for Writing provision • Targeted SALT Programme • 1:1 speech and language sessions with in-school speech therapist supported by county SALT. • HELLO project being undertaken in Reception • SPIRALS intervention in small groups • 1:1 and small group intervention for targeted pupils based on phonics. • Lift off to Language used regularly within the setting 	<ul style="list-style-type: none"> • We are looking to invest in known methods to develop and improve speaking and listening opportunities • SPIRALS and Lift Off to Language are recognised programmes as recommended by EYFS consultants to support pupils initially develop their speech and language skills within a small group setting which leads to improvement in their ability to write confidently. • Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. • Children will meet the required standard in their Yr 1 Phonic Screening Check. • Children make expected progress in reading and writing. 	<ul style="list-style-type: none"> • Organise timetable to ensure staff delivering provision have sufficient preparation, delivery and review time. • Focus in weekly planning • Use LA Speech and Language support team to give further support if needed. • Staff training in specific programs • Provision clear with daily planning • Teacher assessment and formal testing will identify pupil progress and attainment and ensure that effective targeted support is in place for appropriate pupils. • Children's speech will be improving. • School productions and assemblies to promote and celebrate skill development 	PPG Champion EYFS Lead SENDCo SALT	Termly through Professional Meetings and review of interventions and data tracking.

Budget cost: £23,931

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 it be reviewed?
<p>To improve writing attainment and diminish the gap between PPG and Non PPG children with a focus on developing children's spelling skills.</p>	<ul style="list-style-type: none"> Invest in Read-Write Inc spelling scheme to be used daily. Daily teaching of spelling with phonics teaching running alongside. CPD on providing high quality teaching and learning for all pupils. Targeted Intervention either 1:1 or small group. Focused TLP input in the mornings 	<ul style="list-style-type: none"> At Robert Peel we ensure that all pupils meet their full learning potential. We recognise that staff need to be highly trained in their role to help pupils achieve. Our school Vision approach has a high level of impact and creates responsible, resilient learners. This ethos is most effective in a group setting where pupils can learn from each other and have relevant discussions. Providing extra support to pupils is a vital tool in raising attainment and sustaining pupil progress. Our provision of small group interventions to be effective when delivered by highly qualified staff. 	<ul style="list-style-type: none"> Regular observations and progress monitoring Timetabled spelling daily and effective use of teaching material Measurable targets through clear Provision Mapping Courses selected using evidence of effectiveness. Use INSET days to deliver training. Children are thriving on challenge, making good progress and aren't afraid to make mistakes. Staff meetings to deliver training/new initiatives. Teacher observations to staff sessions to share good practice between teaching staff. Provision clear on planning and use of spelling age data to track progress and plan teaching Book scrutiny of PP pupil's current attainment and progress. Interventions reviewed termly 	<p>PPG Champion English Lead</p>	<p>Termly through Professional Meetings and review of interventions and data tracking.</p>

Budget cost: £28,449

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 it be reviewed?
<p>All children will achieve their individual target with children without a SEND meet age related expectations in R, W and M with fewer gaps between PPG and Non PPG children.</p>	<ul style="list-style-type: none"> • Professional Meetings half termly • Detailed, measurable Provision Maps • Clear assessment system with progress clearly tracked • Specific interventions • Additional adult support in the morning • Daily 1:1 reading with teachers and support staff, developing comprehension skills through discussion of book. • Investment in reading comprehension programme • Phonic intervention • Spelling program • Homework program to support home learning • A rich curriculum with learning experiences and high quality teaching throughout the school. 	<ul style="list-style-type: none"> • We need to ensure that all pupil premium children are given the support to progress from staff in the school. • To ensure that all children fulfil their potential and we utilise our resources and skills to achieve this 	<ul style="list-style-type: none"> • Pupils phonics progress carefully tracked. • Ongoing teacher assessment against curriculum objectives. • Provision Map targets to be reviewed with support staff and class teacher to decide on next steps. • Formal assessment of word reading and comprehension skills. • Records kept of all 1:1 and group reading sessions and monitored by class teacher. • Accelerated reading, spelling and calculation ages • Regular observations, progress monitoring and interventions will be timetabled with extra support given from additional teacher support directed to those pupils. 	<p>PPG Champion HT Subject Leaders</p>	<p>Termly through Professional Meetings and review of interventions and data tracking</p>

Budget cost: £38,664

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 it be reviewed?
Children will make progress socially and emotionally allowing them to better access the curriculum and make progress in reading, writing and maths.	<ul style="list-style-type: none"> • Work with class teachers to identify pupils who need social or emotional support. • Nurture Group run for Years 1- 3 • Use Nurture Team, Pastoral Care Group and class teachers to engage with parents before intervention begins. • Use both the Boxall Profile and SDQ to assess progress. • 1:1 Mentoring sessions run by SMILE Mentor. • Attachment Awareness Training completed by two lead staff and disseminated to whole school. • Talking and drawing therapy sessions delivered. • Emotions & Feelings sessions led by Mentor. 	<ul style="list-style-type: none"> • Robert Peel’s aim to support the pupils’ social and emotional needs alongside their learning needs which is recognised in the DFE document ‘Supporting the attainment of disadvantaged pupils’. • NFER suggest that in order to support children learn their emotional support needs to be provided to address any underlying issues. Their emotional well-being needs to be well looked after and their self-esteem high in order to maximise their readiness to learn. • According to the EEF toolkit social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. 	<ul style="list-style-type: none"> • The use of the Boxall Profile and Strength and Difficulty Questionnaires will help to reveal the main emotional issues for the child and help us target the right intervention. • Progress will be measured through the use of Boxalls and Strength and Difficulty questionnaires. • Staff CPD • Monitor behaviour but also monitor whether improvements in the pupil’s emotional development translate into improved attainment. • Review of smart targets on Provision Maps • Pastoral Support Group Review 	PPG Champion SENDCo Pastoral Care Group Mentor	Termly review through Pastoral Support Group.

Budget cost: £16,535

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 it be reviewed?
To have a more robust system for monitoring Pupil Premium provision, spend and impact.	<ul style="list-style-type: none"> Invest in new data analysis systems Professional Meeting review meetings to discuss progress PPG Champion review data termly and review impact of provision and interventions 	<ul style="list-style-type: none"> It is important for use to track the cost of provision and measure it against the impact to ensure that we are spending the funding efficiently to raise attainment and progress for pupils. 	<ul style="list-style-type: none"> Pupils will be vigorously tracked through new system. Pupil progress will be monitored and discussed with class teachers at Professional Meetings to ensure the support is targeted effectively. Review cost of intervention or support against the impact on pupil progress and attainment. Make changes were appropriate. 	PPG Champion HT	Review as part of Self Evaluation and termly data reviews
Increased attendance rates and decreased rates of unauthorised sickness absence.	<ul style="list-style-type: none"> Office staff to monitor pupils and follow up quickly on absences and lateness and report to Headteacher. Breakfast club offered to families where organisation in the mornings is difficult. Targeted meetings with families of pupil premium children 	<ul style="list-style-type: none"> Addressing attendance is identified as a key through the SIP Children need to be in school on time to ensure they get the most out of every session and not kept off school for no reason. Pupils need to be in the right mind-set in order to be ready to learn. 	<ul style="list-style-type: none"> Through monitoring and tracking key pupil's attendance and lateness. Communication with office staff. Attendance will be at least 97% 	HT Attendance Officer	Half termly

Budget cost: £3,000

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 it be reviewed?
<p>Increase the amount of homework tasks completed by pupils including daily reading.</p>	<ul style="list-style-type: none"> • Homework club will be provided to help support the children who find this difficult to achieve at home. This will also help to support some of our parents who find it difficult to support their children with this. • Invest in SPAG and Maths homework books for Years 1-6 • Develop new policy with clear expectations. • Parent meetings, skills workshops, weekly curriculum • text service, online resources and interactive web content. Plus investment in online tools. 	<ul style="list-style-type: none"> • We want to provide parents with 'live' information about what their children are learning and how they can help and support at home. • NFER recognise highly trained staff supporting disadvantaged pupils as an effective tool for helping them to achieve. • Home School relationships are important to us at Robert Peel and we nurture our relationships with our families so that they recognise Robert Peel as a supportive environment for their children to learn in. • It is recognised by the NFER that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting provision in place to overcome these and reviewing these strategies. 	<ul style="list-style-type: none"> • We will ensure all staff are regularly updating their curriculum planning for us to share with parents. • Courses and resources will be well planned to support families. • Children have resources available to complete homework tasks and are making progress in R, W and M. • Ongoing assessment of the children's needs will be undertaken to ensure the most effective targeted support. 	<p>HT DH</p>	<p>Half termly review.</p>
<p>Budget cost: £2,500</p>					

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 it be reviewed?
<p>To enable more children attend after school activities from Pupil Premium Group and attendance on trips and residential experiences.</p>	<ul style="list-style-type: none"> Increased offering of clubs. Trips, clubs, milk, uniform and school dinners will be subsidised. Provide Breakfast club to provide smooth transition from home to school, increase pupils readiness to learn and opportunity to address any problems or concerns in a safe environment. Develop clubs to give pupils opportunity to feel part of a nurtured group and develop life skills such as cooking, alongside access to physical activity to increase energy levels and mental well-being. 	<ul style="list-style-type: none"> We are looking to extend the opportunities for pupil premium children to extend their learning beyond the school hours and become more active. It is recognised by the NFER that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting provision in place to overcome these and reviewing these strategies. Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self- confidence. 	<ul style="list-style-type: none"> There will be more clubs on offer with pupil premium children given their first choice of clubs. Clubs will be subsidised. Ongoing records will be kept of the children who have benefited from these resources. We will also monitor whether the children in receipt of these resources are making the required academic progress. 	<p>Pupil Premium Lead HT</p>	<p>Termly review.</p>
<p>Budget cost: £4,000</p>					