**Pupil Premium Policy**

**Background**

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

**Aims**

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. This policy offers guidance to schools within Humber Education Trust in securing the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

**Eligibility and funding**

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

* Free school meals;
* Looked-after and previously looked-after children;
* Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school’s disadvantaged population or data.

**Non-eligible pupils**

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

* are in contact with a social worker
* used to be in contact with a social worker
* are acting as a carer

**Allocation of additional funding**

All schools in Humber Education Trust will the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 key principles of spending:

* Schools can make a difference in narrowing attainment gaps;
* Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
* Quality First Teaching helps every child;
* Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
* Focussing on a small number of carefully chosen priorities is effective - less can be more.

In line with the EEF Guide, all schools within Humber Education Trust will adopt a tiered approach to Pupil Premium spending. They are as follows:

**Quality First Teaching**

Ensuring an effective teacher is in front of every class, and that every teacher is

supported to keep improving, is the key ingredient of a successful school and should rightly be the ***top priority for Pupil Premium spending***. Spending on improving

teaching might, but not exclusively, include professional development, training and

support for early career teachers and recruitment and retention.

**Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

**Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

**Responsibilities**

**Trustees are responsible for:**

* Holding Trust leaders to account in order to ensure the Pupil Premium grant helps all disadvantaged pupils by improving their progress and attainment.

**The CEO and Deputy CEO are responsible for:**

* Monitoring the allocation (using EEF guidance), implementation and impact of Pupil Premium spending for all schools;
* Commissioning Pupil Premium reviews as required;
* Producing termly reports (to Trustees) relating to outcomes for disadvantaged pupils for both individual schools and the Trust.

**Local Governing Bodies are responsible for:**

* Agreeing and approving annual Pupil Premium statements;
* Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website.
* Refer to the scheme of delegation for supported schools as approval of Pupil Premium spending must be given by the CEO.

**Headteachers / Principals are responsible for:**

* Writing annual Pupil Premium statements using agreed EEF guidance and templates;
* Reviewing Pupil Premium statements for the previous academic year using agreed guidance and templates;
* Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
* Publishing statutory information on the school’s website;
* Producing termly reports relating to outcomes for disadvantaged pupils to LGB and the Trust.

**Teachers and other school staff are responsible for:**

* Ensuring they have an accurate understanding of the disadvantaged pupils in their class/group etc and their specific barriers to achieving highly;
* Implement the school’s agreed Pupil Premium strategy (as appropriate to their role).

Useful links:

DfE Pupil Premium Policy

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

DfE Guidance on writing Pupil Premium Strategy Statements

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Strategy Statement Templates – blank and example

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Effective use and accountability

[www.gov.uk/guidance/pupil-premium-effective-use-and-accountability](http://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability)

EEF Pupil Premium Guide

[www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide](http://www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide)

EEF Teaching and Learning Toolkit

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

EEF Early Years Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>

DfE Pupil Premium Conditions of Grant

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>

Service Premium

[www.gov.uk/government/publications/the-service-pupil-premium](http://www.gov.uk/government/publications/the-service-pupil-premium)

**Maybury Primary School**

**Pupil Premium Strategy Statement**

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| --- | --- |
| **Metric** | **Data** |
|  School name | Maybury Primary School |
| Pupils in school | 213 (F2-Y6) |
| Proportion of disadvantaged pupils | 45% |
| Pupil premium allocation this academic year | £131,740 |
| Academic year or years covered by statement | 2018-2021 |
| Publish date | 01 September 2020 |
| Review date | 01 September 2021 |
| Statement authorised by | Alison Grantham |
| Pupil premium lead | Alison Grantham |
| Governor lead | Richard Morrell |

## Disadvantaged pupil KS2 progress scores for last academic year (Current validated data 2018-2019):

|  |  |
| --- | --- |
| **Measure** | **Score (national benchmark in brackets)** |
| Reading | 2.54 (0.32)  |
| Writing | 2.73 (0.27) |
| Maths | -0.09 (0.37) |

## Disadvantaged pupil KS2 performance overview for last academic year (Current validated data 2018-19):

|  |  |
| --- | --- |
| **Measure** | **Score (national benchmark in brackets)** |
| Meeting expected standard at KS2* RWM
* Reading
* Writing
* Mathematics
 | 59% (71%)76% (78%)71% (83%)65% (84%) |
| Achieving high standard at KS2* RWM
* Reading
* Writing
* Mathematics
 |  6% (13%)18% (32%)18% (24%) 6% (32%) |

## Barriers to Learning

|  |
| --- |
| * **Impact of school closure due to COVID-19**
* **Children typically enter nursery or F2 with low starting points and attainment gaps**
* **Underdeveloped language skills impede disadvantaged children’s access to the curriculum and independent learning strategies: poor language acquisition; speech and language; speaking and listening skills; limited vocabulary**
* **Personal, social, health and emotional factors – including arriving at school not ready to learn**
* **Equality of opportunity – limited opportunities outside school leading to a narrower range of enrichment experiences**
* **Attendance and punctuality – value not put on attending school regularly or arriving on time in the morning- historically attendance of the group disadvantaged is below non-disadvantaged**
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## Strategy aims for disadvantaged pupils

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| --- | --- | --- |
| **Aim** | **Target- what do we want to achieve?** | **Target date**  |
| Improve early receptive language and communication skills for pupils eligible for PP in EYFS and KS1 | * Outcomes for disadvantaged children in Communication and Language will continue to close the gap to non-disadvantaged children both in school and nationally
* Increase proportion of disadvantaged children working at greater depth in reading and writing by end of KS1
 | September 21 |
| Phonics and Early Reading | * Disadvantaged pupil outcomes in the Phonics Screening check is in line with those of other children nationally
* Proportion of disadvantaged pupils working at greater depth at the end of KS1continues to close the gap to national for non-disadvantaged
 | September 21 |
| Attainment at the higher standard | * By the end of Key Stage 2, the percentage of disadvantaged pupils achieving the higher standard in writing closes the gap to national for others by at least 4%
* By the end of Key Stage 2, the percentage of disadvantaged pupils achieving the higher standard in maths closes the gap to national for others by at least 7%
 | September 21 |
| Attainment and progress in mathematics- particularly at the higher standard | * Progress in mathematics is closer to that in reading and writing by the end of KS2 for disadvantaged and all pupils
* Progress in mathematics for high prior attainment disadvantaged children improves
 | September 21 |
| Emotional Wellbeing and readiness to learn Post COVID-19 | * Children present at school ready to learn
* HeadStart/Jigsaw training and implementation have positive impact on children’s well-being and attitudes to learning
* Development of children’s sensory skills to focus concentration and develop child’s sensory processing skills
 | September 21 |
| Equality of opportunity for experiences within and beyond local environment | * Children gain first-hand experience linking to curriculum learning
* Children have opportunities to perform in quality ensembles
 | September 21 |
| Improve attendance and punctuality, including those deemed to be persistent absentees | * Pupil Premium attendance continues to improve in line with ‘other’ pupils over time
 | September 21 |

Covid-19

*It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan*

## Quality First Teaching priorities for current academic year

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| --- | --- |
| **Measure** | **Activity** |
| EYFSEarly Reading and PhonicsMathematicsAttainment at the Higher Standard | Well planned training and CPD for all staff to ensure Quality First Teaching particularly in Mathematics; Early Reading and Phonics; Writing; Year 1 provision and for the Most Able:* In-house: ongoing staff meeting programme, coaching and challenge
* HET Training: including TRGs
* National Training: including virtual training purchased by the school

High quality phonics teaching and learning:* Recovery phonics curriculum developed and implemented
* Timetable amended to ‘catch up’, embed and accelerate learning
* Increased staffing level for phonics delivery in Foundation and Key Stage 1 to enable children to be taught in small, bespoke groupings dependant on their need
* Regular assessments in place to identify next steps, inform teaching groups and track progress
* SLT/in house experts strategically placed in EYFS/KS1 bubbles so that good practice continues to be modelled, shared and disseminated

High quality mathematics teaching and learning:* Recovery mathematics programme developed and implemented
* Additional mathematics sessions identified in the timetable to embed learning and enable ‘catch up’ due to missed learning
* Regular assessments developed and implemented to identify ‘gaps’ in learning which inform planning
* Increased adult: pupil ratios in maths lessons Y1-Y6 for at least 3 sessions per week allowing target groups (including disadvantaged) to be identified
* SLT/in house mathematics experts strategically placed in identified bubbles so that good practice continues to be modelled, shared and disseminated

High quality provision and teaching in EYFS:* Increased adult: pupil ratios in F1 and F2
* Additional 0.6 teacher in F2 to increase pupil: teacher ratios
* Phonological awareness programme in place

High Quality Year 1 Provision:* Year 1 provision developed and implemented to ensure children have access to key elements of the Foundation Stage curriculum
* SLT expert support strategically placed in Year 1

Additional teaching staff across the school to ensure quality first teaching:* All staff carefully allocated to a class bubble – each bubble has three staff members
* Children always taught by a qualified teacher – PPA and staff absence covered internally
 |
| Projected spending  | £73,695 ( includes % of salary costs for support) |
| Monitoring | EEF guidance reports used to inform implementationAnalysis of data and trackingSchool formal monitoring cycle of provision and progressCPD recordsTermly report to Local Governing Body  |

## Targeted academic support for current academic year

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| --- | --- |
| **Measure** | **Activity** |
| EYFSPhonics and Early ReadingMathematicsAttainment at the Higher Standard | Speech and language professional support from Bridge SLT: * Targeted work concentrating on language acquisition and speech therapy in F1 and F2
* Individual programmes for critical cases from across the school
* Regular dialogue and support with identified TAs for speech and language in F1 –Y6 to review and plan programmes for identified children
* High quality training for TAs to deliver programmes

Same day/in class intervention for phonics, mathematics, reading and writing to accelerate progress for identified children at all levels:* Daily small group additional coaching for phonics
* Daily small group additional tuition in mathematics and writing
* Daily additional individual and small group reading
* Daily additional Talk Boost sessions in EYFS

Staffing in each bubble allows small group intervention to be identified, planned and delivered regularly across all subject areas in all classes |
| Emotional Wellbeing and readiness to learn post COVID-19 | Sustain role of Readiness to Learn Leader:* Overall wellbeing of children led at senior leadership level
* Advice, support and development of programmes provided to support staff with identified children
* Staffing in each bubble ensures that one: one or small group sessions for specific support programmes can be delivered and monitored for identified children

Jigsaw/PSHE Life Programme:* Additional Life After Lockdown programme implemented in addition to school’s regular PSHE programme
* Training for staff from Readiness to Learn Leader
* Purchase of additional materials

Bespoke external service support for targeted disadvantaged children:* Advotalk – one session per week
* Dog Therapy-one session per week

Development of Sensory Motor Circuits:* Training for staff
* Identification of children
* Purchase of additional materials

Continued high level communication with parents:* Continue to work with parents to support children’s learning
* Identification and support of most vulnerable families
* Engagement with outreach services
 |
| Projected spending | £38,275 (including % salary costs) |
| Monitoring | EEF guidance reports used to inform implementationSchool formal monitoring cycleLesson Observations focus on children’s behaviour for learningAnalysis of data and tracking including tracking of individualsRegular meetings with speech and language professionalsWeekly feedback from external service behaviour supportRegular review of children’s individual behaviour plansTermly report to Local Governing Body |

## Wider strategies for current academic year

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| --- | --- |
| **Measure** | **Activity** |
| Attendance and Persistent Absence | Sustain post of Readiness to Learn Leadership role to focus on attendance supported by designated admin:* First day absence calls
* Home visits
* Provision and support for families in house
* Access to external support for families
* City wide Attendance strategy

Continue to fund free breakfast club to aid attendance and readiness to learn:* Vulnerable children targeted to attend
* High quality activities/provision on offer to children who attend
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| Equality of opportunity for experiences within and beyond local environment | * Enrichment through visits and visitors heavily subsidised:
* Increased opportunities for instrumental tuition leading to performance opportunities
 |
| Projected spending | £18,960  |
| Monitoring | EEF guidance reports used to inform implementationWeekly attendance analysis with attendance leadIndividual tracking of identified childrenMonthly update and action meetings with EWOTermly report to Local Governing Body |

## Review: last year’s aims and outcomes

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| --- | --- |
| **Aim** | **Outcome** |
| Improve outcomes in maths at the expected standard and at greater depth | * In 2018/19 attainment and progress measures for disadvantaged children decreased at the end of KS2; outcomes in 2017/18 show that disadvantaged children outperformed others both nationally and in school in progress and at the expected standard
* Although attainment in 2018/19 at the end of KS2 was impacted by one child who did not attend school and did not take the SATs, progress for disadvantaged children was below that for non-disadvantaged within school and nationally
* 2019/2020 – no published data due to COVID-19. Internal tracking and monitoring shows that disadvantaged children were on track to match the national benchmark for attainment in maths at expected standard at KS2
* Attainment in mathematics at the higher standard remains a priority within school
 |
| Enhance speech and language provision through partnership working with Bridge SLT to develop and enhance:* Vocabulary
* Language
* Phonological awareness
* Ability to successfully access the curriculum
 | * In 2018/19, 86% of children in F2 scored in the average range for their age
* In 2019/2020 internal data shows that at least 81% of children were on track to score within the average range for their age
* In 2018-19 attainment of disadvantaged pupils reaching the required standard in Phonics was lower than that of non-disadvantaged and lower than others nationally
 |
| Provide appropriate support to ensure that all children are ready to learn and are able to access the curriculum | * Lesson observations, CPOMs records and children’s personal plans show that disruption is rare and children display good behaviour for learning
* 3 year trend shows that outcomes in KS1 reading, writing and maths for disadvantaged remains below national outcomes at expected and at the higher standard
* 3 year trend shows that in KS2, RWM combined at the higher standard remains an issue particularly for disadvantaged children
* Important to maintain high standards of behaviour for learning in order to continue to improve outcomes
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| Continue to develop the curriculum so that explicit links are made and opportunities are maximised for all children | * Outcomes for all children at the end of Year 6 do not yet match those seen nationally at all levels, particularly for disadvantaged children
* In 2018/19 and 2019/20 children performed in a number of high quality music ensembles both locally and nationally
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| Improve attendance and reduce persistent absence | * School three year trend shows absence and persistent absent rates just above national
* Attendance for disadvantaged using last available validated data show that absence is in line with national figure for disadvantaged but above non-disadvantaged by 1.4%
* Persistent absence figure for disadvantaged is in line with national figure for all and below figure for national disadvantaged
* Persistent absence figure for disadvantaged is lower than that by 1.7%
* In 2018/19 attendance (and outcomes at the end of KS2) for disadvantaged children was impacted by one child who did not attend school for majority of the year (and did not take SATs tests)
* Attendance will need to remain a priority to ensure maximised learning opportunities for all children
 |