

The Pupil Premium: 2019-2020

Analysis & challenge tool for schools



Reviewed: July 2020

Analysis & challenge toolkit for school leaders:

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey.

I have used these, alongside our own school tracking formats, to inform discussions with both the SLT & the LGB, & to help to shape future strategic planning for the use of the Pupil Premium Grant (PPG) at Braybrook Primary Academy.

<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2014-2015	£131,200
2015-2016	£125,980
2016-2017	£110,140
2017-2018	£107,340
2018-2019	£102,580
2019-2020	£105,560

	<u>2018-2019</u>			<u>2019-2020</u>		
<u>Percentage of PPG pupils:</u>						
Number of PPG pupils eligible for the Pupil Premium:	69	@ £1320	= £91,080	73	@ £1320	= £96,360
Number of looked after pupils eligible for the Pupil Premium:	4	@ £2300	= £9,200	4	@ £2300	= £9,200
Number of service chn eligible for the Pupil Premium:	0	@ £300	= £0	0	@ £300	= £0
Number of adopted chn eligible for the Pupil Premium:	1	@ £2300	= £2,300	0	@ £2300	= £0
			= £102,580			= £105,560
			£2,458 (C/F)			£1,018 (C/F)
<u>Total</u>			TOTAL: £105,038			TOTAL: £106,578



What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

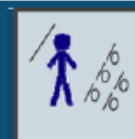
1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. 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.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. 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.

3 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.



Planning & evaluation outline 2019-2020:

<p><u>Pupil Premium used to:</u></p>	<p><u>Amount allocated to intervention / action (£)</u></p>	<p><u>Is this a new or continued activity?</u></p>	<p><u>Brief summary of the intervention or action, including details of year groups & pupils involved, & the timescale:</u></p>	<p><u>Specific intended outcomes:</u> <i>How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?</i></p>	<p><u>How will this activity be monitored, when & by whom?</u> <u>How will success be evidenced?</u></p>	<p><u>Actual impact: R.A.G</u> <i>What did the action or activity actually achieve?</i></p>
<p><i>'Create an ethos of high attainment for ALL pupils, and avoid stereotyping 'disadvantaged' pupils as all facing similar barriers or having less potential to succeed'</i></p>	<p>PiXL Primary Package ('Basic Offer')</p> <p>£2,675 ± £450</p>	<p>Contd.</p>	<p><u>PiXL Whole School Approach</u> Teachers use principles of PiXL for the early identification of learning needs, through forensic analysis of QLAs and early intervention through QFT.</p> <p>Targeted PiXL 'therapies' address gaps in learning for ALL learners in both reading and maths.</p> <p>Identify trends and target additional support.</p>	<p>The proportion of PPG pupils attaining the nationally expected standard rises to be in line with nationally non-disadvantaged pupils at the end of KS1 or KS2, in July 2020</p> <p>Identified chn make accelerated progress in reading and/or maths, which is at least good</p> <p>Chn are more confident & independent when approaching or applying their learning</p>	<p>Data evidences that good progress is made and that attainment is at least in line with prior attainment outcomes, by July 2020</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations in July 2020</p> <p><u>Governors to undertake monitoring visits in Spring 2020, to observe sessions and discuss impact with 'Raising Standards Leader'</u></p>	<p>In year data for all year groups, strongly evidences the positive impact of the PiXL package and practices on the progress of all learners, in GPS, Reading & Mathematics.</p> <p>Careful tracking of raw scores over time strongly supports evidence of good progress, with particular regard to PPG pupils, where provision has been tailored to address the needs of each individual learner. Analysis of QLAs has supported this.</p> <p>Local & National conferences have been attended.</p> <p>LGB visit postponed due to Covid-19</p>
<p><i>'Devolve responsibility to frontline staff, using the best teachers to work with pupils who need the most support':</i> Provide additional targeted support in Maths and English for learners in Yrs 4–6, to accelerate progress & further narrow the gap between Disadvantaged & Nat. Non-Disadvantaged attainment</p>	<p><u>Maths</u> 3.5 hrs daily (4x week) (0.8) Maths Leader (3 Terms – 12 months) £23,228</p> <p><u>English</u> 3.5 hrs daily (4x week) (0.8) DHT (3 Terms – 12 months) £26,915</p>	<p>Contd.</p>	<p>Specialist teachers to target low attaining pupils with PPG in daily English and mathematics lessons, thereby enhancing impact on PPG pupils of all abilities through a reduction in group size.</p> <p>Ongoing</p> <p>Flexible groupings (The school uses data and evidence to inform decisions about appropriate support strategies.)</p>	<p>Identified chn make accelerated progress in each of reading and mathematics by July 2020, to secure outcomes at least in line with prior attainment</p> <p>Chn become more confident & independent as learners</p>	<p>Data evidences that identified chn have made accelerated progress by July 2020</p> <p>Attainment gap closes, as compared to National expectations of their non-disadvantaged peers</p> <p>Observations evidence that chn are confident & independent learners</p> <p><u>Governors undertake monitoring visits in Spring & Summer 2020, to observe sessions and evaluate impact with Subject Leaders</u></p>	<p>In year and internal data for specific target groups evidences the positive impact of teaching and learning on key identified pupils. This included prioritising PPG pupils for access to provision from 'the best teachers'.</p> <p>Use of PiXL, evidenced the impact of provision, through the significant rise in raw scores of vulnerable and 'disadvantaged pupils'.</p> <p>Provision in the Autumn 2019 and Spring 2020 focused specifically on learners in Yr 6.</p> <p>Additional and enhanced provision for Yrs 4 & 5, planned for Summer 2020, was deferred due to Covid-19.</p>

<p>Adopt an evidence based approach to improving oral language skills, accelerating the progress of disadvantaged pupils</p> <p>EEF Toolkit's Oral Language Interventions section evidences an average impact of +5 months with an extensive evidence base.</p>	<p>'Oracy Pioneers Programme' £1000</p> <p>Whole School approach 'Mrs Wordsmith' Resources £2,000</p> <p>£3,000</p>	<p>New</p>	<p>DHT / English Ldr attends 3x National Training events for the 'Oracy Pioneers Programme'. Training is cascaded to staff in school and across the Trust.</p> <p>DHT / English Ldr visits other schools to identify the impact of Mrs W resources. Resources are bought and staff are trained in their use, consistently across the school.</p> <p>Strategies to support 'word meaning' are an integrated and embedded part of reading sessions and the teaching of reading across the school.</p>	<p>Language acquisition is a high priority in school, with explicit strategies for extending vocab as well as a language rich environment</p> <p>Language to be taught is carefully selected (high frequency words found in many different contexts)</p> <p>Learning extends pupils' expressive and receptive vocabulary, which relates to current topics, with opportunities to practise using new vocabulary</p> <p>Language teaching should develop breadth (vocabulary size) and depth (understanding and use in context).</p>	<p>Learning environments are language rich, evidencing the promotion of vocabulary across the curriculum.</p> <p>Planning evidences greater opportunities for 'oracy' in class and learning opportunities.</p> <p>Teacher benchmarking, evidences a growth in professional devt and confidence in the teaching of oracy between the beginning and end of the project.</p> <p>The oracy framework is referenced for support and ideas in explicitly planning high quality speaking and listening opportunities.</p> <p>Learning walks identify and celebrate good practice.</p>	<p>DHT positively engaged with all training events and conferences through the national 'Oracy Pioneers Programme'.</p> <p>INSET opportunities for teaching staff in Autumn 2019 and Spring 2020, supported the sharing of strategies to promote oracy within class teaching. This included a 'baselining' activity, to support evaluation of impact during the year.</p> <p>Class drop-ins and DLPT Trust peer review, strongly evidenced the positive impact of oracy within classrooms and the language rich environment consistent across the school.</p> <p>Mrs Wordsmith resources were explored, but not sourced due to publishing constraints – TBA 2020-2021</p> <p>Various whole-school events positively promoted oracy throughout the year.</p>
<p>Accelerate progress & further narrow the gap between Disadvantaged & Nat. Non-Disadvantaged attainment in reading across the school</p>	<p>1x hour daily per class (6 chn x 10 mins)</p> <p>(Yrs 1-6: 7 classes)</p> <p><u>7 x 5hrs = 35 TA hrs per week</u></p> <p><u>35 x £11.66 x 38 weeks</u></p> <p>£15,508</p>	<p>Contd.</p>	<p>'Daily Hot Listing'</p> <p>TAs to listen to identified chn read daily 1:1, to support in the accelerated progress of disadvantaged pupils in reading</p>	<p>Identified chn make accelerated progress in reading by July 2020, to secure outcomes at least in line with prior attainment</p> <p>Chn become more confident & independent as readers</p>	<p>Data evidences that good progress is made and that attainment is at least in line with prior attainment outcomes, by July 2020</p> <p>Attainment gap closes, as compared to non-disadvantaged National expectations in July 2020</p> <p><u>Governors listen to a sample selection of readers across the school during monitoring visits, to gauge enjoyment, engagement and attitudes to reading (Focus on High Attaining Disadvantaged pupils)</u></p> <p>HT & DHT to listen to pupils weekly, as evidenced in reading records</p>	<p>Daily hot-listing has been undertaken, prioritising key identified pupils for reading 10 mins 1:1.</p> <p>Internal data has evidenced the good progress of key identified pupils, both through acceleration through reading levels and through improvements in raw scores in assessment and data captures.</p> <p>Reading records evidence pupils' regular reading in class and with adults in school.</p> <p>Class incentives and reward systems have been well-established to promote positive attitudes to reading at home.</p> <p>LGB visit postponed due to Covid-19</p>

<p>'Ensure effective strategies are in place to respond quickly to poor attendance' and to promote good attendance (Raise the school's % to 96.5% by July 2020)</p> <p>Narrow the attendance gap between disadvantaged & Non-disadvantaged pupils by July 2020</p>	<p>15 Day Challenge Event (Half-Termly) 6 x £20 = £120</p> <p>Bronze, Silver, Gold Star Awards for 100% Attendance £150</p> <p>Termly Treat day for best attending class 3 x £400 = £1,200</p> <p>£1,470</p>	<p>Contd.</p>	<p>Range of rewards and incentives to promote and celebrate good attendance at school, in addition to:</p> <p>Monthly attendance newsletter</p> <p>Monthly Attendance Alert in HT Newsletter</p> <p>Half-Termly Bookmarks to Parents</p> <p>Displays / Assembly focus in school</p>	<p>Raise the profile of good attendance, which supports good progress & improves learners' chances for the future</p>	<p>Attendance returns evidence improved whole school attendance %s</p> <p>96.5% by July 2020</p> <p>Reduction in SAMs</p> <p>PPG chn have attendance above national expectations of 96%</p> <p><u>HT to report to Local Governing Board at EVERY meeting</u></p>	<p>A range of incentives positively promoted attendance in Autumn 2019 and Spring 2020.</p> <p>Cumulative attendance at the start of February 2020 stood at 96.6%, as compared to 95.5% for the same period in the previous academic year. (This was above the DLPT Trust average, and the second highest % for Trust schools.)</p> <p>Attendance for PPG Pupils, for the same period, stood at 96.3% which was the highest level of attendance of all DLPT schools. (Attendance for this group was at 92.8% at the end of the previous academic year.) This marks a significant rise which must be consolidated in 2020-2021.</p>
<p>'Provide strong social and emotional support, including through working with families.'</p>	<p>1x FLO 'Family Liaison Officer' £23,352</p> <p>1x FLO (pm only) 'Family Liaison Officer' £7,784</p>	<p>Contd.</p>	<p>FLOs work with chn & families across the school through:</p> <p>Mental Health workshops Resilience Training Social nurture groups Behaviour support Counselling CIN/CP/MASG/EHAs Webster Stratton Parenting classes Links with agencies PTFA – 'FOBSA' Family events</p>	<p>Chn feel safe, secure & valued & are able to better focus on their learning because of this</p> <p>Potentially vulnerable families are well supported & confident in approaching the school for help & advice</p>	<p>Parent surveys & pupil interviews evidence that chn & families feel safe, secure & well supported by the school</p> <p>FLOs' documentation evidences good ongoing support of potentially vulnerable families</p> <p><u>HT to report bi-annually on Parent Survey feedback to Local Governing Board Governors to undertake Pupil Survey re: behaviour and safety in Spring 2020</u></p>	<p>We received 90 replies to our Parent Survey in October 2019</p> <p>100% of parents:</p> <ul style="list-style-type: none"> - agree or strongly agree that their child feels safe BPA. - feel that their child is well looked after. - recognise that their child is making good progress. - acknowledge that the school helps them to support in their child's learning. <p>99% of parents:</p> <ul style="list-style-type: none"> - feel that the school meets their child's particular needs. - recognise that there is a good standard of behaviour at our school. - feels that the school deals with any cases of bullying effectively. <p>The work of FLOs and supporting documentation evidences their positive impact on families and the wider community.</p> <p>LGB visit and pupil survey postponed due to Covid-19</p>

<p><i>'Meet individual learning needs, [through] identifying each pupils' challenges and interests'</i> and supporting other needs, as they arise</p>	<p>8 chn (6 families) supported across the year 2019-2020</p> <p><u>£442.50 as of 20/3/20</u></p>	<p>Contd.</p>	<p>Children from vulnerable families receive subsidised places at Breakfast & After-School Club</p>	<p>Calm start/end to the day. Easy transitions to/from class to support learning. Support in readiness for learning. Social/emotional dev.</p>	<p><u>HT to report to the Local Governing Board re: use of outstanding PPG Funds on a termly basis, through the finance section of the HT Report to Governors</u></p>	<p>As detailed</p>
	<p><u>DISCRETIONARY FUNDS REMAINING: £1753.50</u></p>					
<p><u>TOTAL:</u></p>	<p>£104,824.50</p>					