

The Pupil Premium: 2020-2021

Analysis & challenge tool for schools



Reviewed: Sept 2021

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
2020-2021	£87,425

	<u>2019-2020</u>			<u>2020-2021</u>		
Percentage of PPG pupils:						
Number of PPG pupils eligible for the Pupil Premium:	73	@ £1320	= £96,360	65	@ £1345	= £87,425
Number of looked after pupils eligible for the Pupil Premium:	4	@ £2300	= £9,200	0	@ £2345	= £0
Number of service chn eligible for the Pupil Premium:	0	@ £300	= £0	0	@ £300	= £0
Number of adopted chn eligible for the Pupil Premium:	0	@ £2300	= £0	0	@ £2300	= £0
			= £105,560			= £87,425
			£1,018 (C/F)			£1,753.50 (C/F)
Total			TOTAL: £106,578			TOTAL: £89,178.50



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 2020-2021:

<u>Pupil Premium used to:</u>	<u>Amount allocated to intervention / action (£)</u>	<u>Is this a new or continued activity?</u>	<u>Brief summary of the intervention or action, including details of year groups & pupils involved, & the timescale:</u>	<u>Specific intended outcomes:</u> <i>How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?</i>	<u>How will this activity be monitored, when & by whom?</u> <u>How will success be evidenced?</u>	<u>Actual impact:</u> <i>What did the action or activity actually achieve?</i>
<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>	PiXL Primary Package ('Basic Offer') £3,240	Contd.	<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. Targeted PiXL 'therapies' address gaps in learning for ALL learners in both reading and maths. Identify trends and target additional support.	The proportion of PPG pupils attaining the nationally expected standard rises to close the gap to nationally non-disadvantaged pupils by July 2021 Identified chn make accelerated progress in reading and/or maths, which is at least in line with expected Chn are more confident & independent when approaching or applying their learning as evidenced through observations	Data evidences that progress is at least in line with expected and that attainment is at least in line with prior attainment outcomes, by July 2021 Attainment gap closes, as compared to non-disadvantaged attainment in July 2021	Monitoring of teaching and learning evidenced the targeted planning and support for key identified children, on the basis of forensic gap analysis and understanding of each individuals' learning needs and next steps. PiXL Resources were well used and targeted, to support not only pupils in receipt of the PPG but also other key identified individuals and groups. Despite significant disruption during 2020-2021, end of year data evidences good progress for most PPG pupils, as compared to their baseline data in Sept 2020.
<i>Accelerate progress & further narrow the gap between Disadvantaged & Nat. Non-Disadvantaged attainment in reading across the school</i>	1x hour daily reading 1:1 per class (6 chn x 10 mins) (Yrs 1-6: 6 classes) <u>6 x 5hrs = 30 TA hrs per week</u> <u>30 x £12 x 38 weeks</u> £13,680	Contd.	<u>'Daily Hot Listing'</u> TAs to listen to identified chn read daily 1:1, to support in the accelerated progress of disadvantaged pupils in reading	Identified chn make accelerated progress in reading by July 2021, to secure outcomes at least in line with prior attainment Chn become more confident & independent as readers	Data evidences that good progress is made and that attainment is at least in line with prior attainment outcomes, by July 2021 Attainment gap closes, as compared to non-disadvantaged expectations in July 2021	Data for PPG pupils in July 2021 evidences that the % of pupils making progress from prior attainment points, which is expected or better in reading is: Yr 6: 6/7 pupils (86%) Yr 5: 10/10 (100%) Yr 4: 9/12 (75%) Yr 3: 8/10 (80%) Yr 2: 6/7 (86%) Despite significant disruption during 2020-2021, end of year data evidences good progress for most PPG pupils, as compared to their baseline data in Sept 2020.

<p>Provide targeted academic support for 1:1 and small group intervention for key identified groups, as identified through termly 'Pupil Progress Meetings'</p>	<p>MPS 6 Teacher Yr 5 enhanced support (Spring & Summer 2021) £32,735</p>	<p>New</p>	<p>Targeted support and teaching of reading, writing and maths in Yr 5, where 43% of cohort are PPG</p>	<p>Identified chn make accelerated progress in R / W / M by July 2021, to secure outcomes at least in line with prior attainment</p> <p>Chn become more confident & independent as learners</p>	<p>Data evidences that good progress is made and that attainment is at least in line with prior attainment outcomes, by July 2021</p> <p>Data evidences good progress made (in raw and standardised score outcomes) as compared to baseline in Sept 2020.</p>	<p>On the basis of prior attainment, data evidences that at least expected progress was made by Yr 5 PPG pupils: Reading: 11/11 – 100% Writing: 10/11 – 91% Maths: 9/11 – 82%</p> <p>Despite significant disruption during 2020-2021, end of year data evidences good progress for most PPG pupils, as compared to their baseline data in Sept 2020. (This is evidenced through improvements in raw score and standardised score outcomes.)</p>
<p>'Ensure effective strategies are in place to respond quickly to poor attendance' and to promote good attendance (Securing school attendance that is at least in line with national expectations for 2020-2021)</p>	<p>1x FLO 'Family Liaison Officer' (inc. Attendance & EHAs) 17.5 hrs x 38.4 weeks £15,012</p>	<p>Contd.</p>	<p>Daily attendance tracking and first day calling</p> <p>Rigorous SAMs to address persistent absence and lateness</p> <p>Actioning FPNs, in line with school policy</p> <p>Monthly attendance newsletter</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 whole school attendance %s at least in line with National for 2020-2021</p> <p>PPG pupils have attendance at least in line with national expectations in July 2021</p> <p>HT to report to Local Governing Board at EVERY meeting</p>	<p>Parent surveys throughout 2020-2021 evidence positive feedback relating to school communications.</p> <p>Clear and open communications throughout 2020-2021 secured confidence in the work of the school and the measures taken to safeguard children and the school community.</p> <p>Attendance figures have been better than those expected and above both local and national averages at 96.2%.</p> <p>Where attendance concerns have arisen, these have been quickly identified and addressed in SAMs – minuted meetings with HT & Attendance Lead with positive improvements in attendance seen in all cases.</p> <p>School updates have recognised and celebrated very good attendance on a half-termly basis.</p> <p>HT Reports to the LGB evidence regular reporting on attendance, and end of year attendance figures at 96.2% for 2020-2021.</p>

<p><i>'Provide strong social and emotional support, including through working with families.'</i></p>	<p>1x FLO 'Family Liaison Officer' (inc. DSL) 30hrs x 38.4 weeks £26,775</p>	<p>Contd.</p>	<p>FLOs work with chn & families across the school through: Well-being support for families during 'Lockdown' Safe & well checks Social nurture groups 1:1 talk time for vulnerable pupils Behaviour support Counselling CIN/CP/MASG/EHAs Links with agencies</p>	<p>Chn feel safe, secure & valued & are able to better focus on their learning 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 FLOs' documentation evidences good ongoing support of potentially vulnerable families</p>	<p>Parent Surveys in 2020-2021 evidence the good support from school throughout the school year, inc. during 'Bubble bursts' and national lockdowns. Case studies and documentation from the FLOs strongly evidences the positive impact of support for key families and vulnerable pupils, inc. those identified as PPG, in addition to many others. Pupil surveys in Summer 2021, strongly evidence the good support in school and that pupils both feel safe and know how to stay safe.</p>
<p><i>'Meet individual learning needs, [through] identifying each pupils' challenges and interests'</i> and supporting other needs, as they arise</p>	<p>7 chn supported through subsidised BC / ASC £337</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 PPG Funds on a termly basis, through the finance section of the HT Report to Governors</u></p>	<p>Key, identified vulnerable pupils received subsidised places in BC / ASC, aiding smooth and successful transitions at the beginning and end of the day. Improvements noted in punctuality and attendance.</p>
<p><u>TOTAL:</u></p>	<p>£91,779</p>					