

Pupil Premium Report 2016-17

Brumby Juniors Policy for Pupil Premium

The Pupil Premium (PP) is allocated to local authorities and schools with pupils on roll in that were known to have been eligible for free school meals (FSM) at any time in the last six years. Each of these pupils entitled the school to a sum of money – £1320 – which was added to the overall school budget.

Schools have the task of spending the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils, whilst not creating divisions in provision and potentially damaging the attainment of other pupils too.

In 2016/17 we were delegated £293140. Of this, £13300 was made up from the £1900 per looked after children (7) and the remainder was from our 212 pupils who were eligible for the pupil premium grant. The analysis for this is below:

2016.17 (values are slightly different due to pupil mobility)	Number of pupil premium eligible pupils/total number of pupils	Pupil premium as a percentage
Year 3 – 2016.17	39/116	34%
Year 4 – 2016.17	45/104	43%
Year 5 – 2016.17	62/130	48%
Year 6 – 2016.17	62/114	54%
Total	208	45%

In 2017/18 we were delegated £273180. Of this, £17100 was made up from the £1900 per looked after children (7) and the remainder (£256080) was from our 194 pupils who were eligible for the pupil premium grant. The analysis for this is below:

2017.18 (values are slightly different due to pupil mobility)	Number of pupil premium eligible pupils/total number of pupils	Pupil premium as a percentage
Year 3 – 2017.18	46/116	40%
Year 4 – 2017.18	40/117	47%
Year 5 – 2017.18	49/104	47%
Year 6 – 2017.18	60/128	47%
Total	195	42%

The longer term trend for our school is a challenging one in some aspects, as we find that we have a slight lowering in the amount of pupils who are registered for pupil premium. Nonetheless, we still have around half of each class with access to the pupil premium grant. As such, many of our strategies are aimed at the majority of pupils, especially in terms of acceleration and intervention/catch-up strategies. We aim to teach with high expectations at all times, helping our pupils to excel at age-related content, yet also have to back-fill any skill and knowledge gaps at the same time.

Principles and fundamental understanding

Schoolwide issues which determine how we spend our money

We find that we start with relatively low percentages of pupil premium pupils in Y3, as there is some lag where eligible families don't necessarily sign-up straight away. The 1 year lag in payments means that we receive funding for pupils who have left, yet do not have funding for pupils who are here. This anomaly is worked around to ensure that the bulk of our money is spent on quality intervention, quality teaching and quality of experience.

Our pattern since the inception of pupil-premium has been that, by Y5, around 50% of pupils have historically been pupil-premium eligible. We work closely with the infant schools to support parents who may be eligible and sign-up rates are increasing.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups – vulnerable groups may be academically low attainers who are vulnerable to under attainment, but may also be vulnerable for other non-academic reasons which effect their health and wellbeing. Over 200 of our pupils were supported by the learning mentors independently of their normal classroom and year group provision.

We ensure that teaching and learning opportunities meet the needs of all of the pupils at all times, as we have around 12-13 eligible pupils in each class on average. All teachers are led by their assistant Headteacher under the supervision of the deputy headteachers to ensure that planning embeds high expectations and differentiated work.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils 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 pupils the school has legitimately identified as being disadvantaged. It is our ambition that at least (80%) of any group we specifically address using PP funding will be made up of FSM children, although take-up by families (eg for after school tuition) can sometimes make this hard to achieve. We have found that focussing on all pupils takes the pressure from all groups, and results in better progress and attainment of all pupils.

Pupil premium funding will be allocated following a needs analysis which identifies schoolwide priority situations, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of direct (1-2-1) pupil premium interventions (our stage 3 TA work, for example) at one time. However, a peer in their class may be, thus allowing the teacher to support the other pupils more appropriately.

Our needs analysis will be based on a mixture of performance data, parental consent and teacher assessment of targeted needs and has now led to the planning, creation and planned-population of our HUB group, led by the SENco and staffed by three qualified teachers in our new £200000 specific learning environment for pupils with higher needs who find the pace and content of the new curriculum incredibly hard – we aim to provide for 5-8% of the school population for some or all of the curriculum, and a further 15% for phonic specialist intervention (teacher led) alongside their age-related content.

All of our work through the pupil premium will be aimed at accelerating progress and moving children to at least age related expectations. Some of this may be done by creating provision for non-pupil premium pupils which, in turn, releases teacher time to be focussed on pupil premium eligible pupils. The HUB is such a space and we expect that teacher time will focus even more on moving all pupils forward as a result.

Teachers are aware of which pupils (that they teach) are eligible for the pupil premium and pupil progress meetings ensure that these pupils are targeted. Teachers and senior leaders are responsible for their progress.

We have identified the need for further staff training in areas such as giving or receiving feedback or developing the skills of meta-cognition and self-awareness. Part of the funding will be spent on training staff.

Provision will not be aimed at EHCP or other SEN children as funding for need is already in place

Provision - rationale

The range of provision the Headteacher and Governors consider making for this group will include:

Following EEF advice reducing class sizes in Y6 to around 20 pupils each (and lower for key lessons, where possible), thus improving opportunities for effective teaching and accelerating progress.

We have invested a great deal of time in moving to a new curriculum with a huge focus on experiential learning. As such, the school has invested a great deal of resources in sustainable approaches such as the HUB, as well as many more experiences for mainstream classes such as visits out and visitors into school from which linked work is created.

Providing small group work with experienced teachers focussed on overcoming gaps in learning (The HUB) – the provision will be aimed at all pupils as a part of our tier 1 and tier 2 interventions and will be led by 3 specialist teachers, including the SENco.

1-1 support with a teacher or TA out of normal school hours, funded through the normal school budget and focused on those pupils with the highest level of academic needs

Additional learning and support opportunities provided through learning (inclusion) mentors and the pathways they create

School resources are also be used to target able children on Free School Meals to achieve high attainment, especially in Y6 where pupil premium money allows for some set-by-attainment teaching for mathematics and literacy.

All tuition will be a two way process, where pupils are encouraged to understand their own needs and targets. This may need to be conducted in an assertive manner with some pupils, and in those cases pupils will be given very specific skills to target.

Feedback will be an essential part of the process. Pupils thrive on the feedback that they are given and we will ensure that staff feedback to pupils (and vice versa) in a constructive, target based way. Training has taken place continually on this matter, yet more will take place to improve us further in this area.

The power of peer to peer mentoring will also be used in some cases, although this will be part of day-to-day best-practice. Pupils who are achieving success will not *teach* others as such, but will instead be signposted as positive role-models for all pupils to learn from.

How we spent the money in 2016 to 2017

Description		2016-2017	
Additional costs accrued over baseline costs (costs required to staff all classes and employ statutory positions)		Cost (in staffing terms, these are inclusive of on-costs of 29%)	What did we do?
<p>2 non-teaching Deputy Head teachers to work as literacy and numeracy coordinators – cost equates to 2 extra class teachers (full time) plus additional salary for 2nd deputy</p> <p>The role is to monitor and support the whole plan-teach-review process for all classes -</p>		£103927.54 (2 2xmps3 + L12-MPS3)	Enabled us to upgrade safeguarding systems; helped us improve the number of good teachers in the school; improved our book quality across the school; gave us coaching capabilities for 3 new staff; enabled 5 very high-needs pupils to avoid exclusions whilst also supporting their classes. SIP ratings of leadership are high.
2 Class teachers for Y5/6, to reduce pupil/teacher ratios		£68185	Y5 pupils are now making accelerated progress from entry to Brumby. Y6 also accelerated.
Teaching Assistants to increase the amount of feedback and support which is given to pupils. This is in response to research from the Sutton Trust. Training given in feedback techniques and maximising impact of interventions.		£ 35907 (3 Tas)	The three we employed are excellent and one has become a skilled teacher (qualified) for our vulnerable pupils, another is exemplary.
additional salaried positions for UQTs (additional salary over TA)		£11748	Trainee teacher is now on a teaching degree course and teaches our Y6 target pupils 4 days a week (PP)
3 x inclusion mentors (behaviour, safeguarding and SEN) –		£59261.78	High workload to maintain safeguarding and positive relationships with target pupils. Rated highly effective by SIPs and staff.
Tuition budget		£11115	Pupils all making accelerated progress from baselines (on average) –new assessment system commissioned for 17/18 to ensure that data-led intervention is the norm
Total		£290144.32	

Description	2017-18	
Additional costs accrued over baseline costs (costs required to staff all classes and employ statutory positions)	Cost (in staffing terms, these are inclusive of on-costs of 29%)	Planned impact
<p>A second teaching Deputy Head teacher (both work as literacy and numeracy coordinators and teach in Y3/6) –</p> <p>The role of the second DH has been pivotal in providing us with the capacity to accurately assess learning across the school, and to provide training capacity too (the individual is a specialist leader of education). This position is highly effective regarding improvement</p>	£63466.71	To enable us to support staff by gathering much more data, which can then be addressed individually in year groups and classes. Improvements this funding has driven since June 2017 are: improved book quality; appointment of 3 excellent teachers; accelerated progress for early career teachers; improved links with other schools and peers
1 Class teacher for Y6, to reduce pupil/teacher ratios	£43632.96	Although this is a bulge year-group of 134 pupils ,the additional teacher and redeployment of the trainee teacher have lowered group sizes to 23 mid/high attainer classes and 1 HUB group - further work post-Christmas will lower this <20
UQT trainee teacher from within the team who we are supporting to become a qualified teacher	£28698.63	Quality of individualised teaching for Y6HUB group is improving, with further DHead support planned throughout the year
2 specialist teachers to lead our Hub for learning, with a focus on relieving pressure in classrooms and providing a bespoke, personalised curriculum for around 5-6% of the pupils in school. This affects all children as the 5% required a disproportionate amount of staff time in traditional (differentiated) classroom environments, meaning that many other pupils with high needs don't get as much attention as they merit	£87265.92	<p>Staffing in place from Jan 2018; building beginning in Dec 2018. Provision already beginning using SENCo and DHead for inclusion to prepare pupils, staff and families for the HUB.</p> <p>Early indicators are that all pupils will benefit across the school. Phonic provision will be added in spring 2018.</p>
1.6 x Learning Mentors	£37871.82	Continued family support which enables school senior leaders to focus on teaching, learning, assessment, behaviour, inclusion and ethos.
Training for all staff on raising the pupils' skill levels in giving and receiving feedback, and being able to self-regulate to monitor and improve their own performance. Supply cover@ £158 per day x 22 = £3476	£3476 day 1 £3476 day 2 £1738 half day 3 £8690	Peer and self assessment is used effectively in many areas of the school, with pockets of excellence.
Training for all staff on curriculum design which incorporates mastery learning, enabling pupils to develop a sense of self-worth through improving their work	£3476	See above

using the feedback cycle and the principles of growth mindset		
	£273102.04	
<i>Additional expenditure, commissioned by the school, with the focus on improving outcomes for all pupils and especially those from disadvantaged backgrounds</i>		
<i>Subsidised transport and lowered entry costs for visits out of school to enable pupils to gather a wider sense of the world and improve life-experiences</i>	<i>£5000 per year group</i> <i>£20 000</i>	<i>This is already proving highly effective and is leading to improved provision in school, alongside our clear focus on reading response, feedback response and reasoning. This to be increased if possible and at least maintained in future years.</i>
<i>More visitors and experiences into school, such as Y3 Owl project, Harry Potter day, music tuition and French tuition</i>	<i>£48000</i>	<i>Music and language tuition are adding a huge amount to school. Similar enrichment programmes to be researched and assessed over spring term 2018 – to meet employability criteria – IT/engineering likely to be a focus.</i>
Total		
	£273180	

- **Reporting**

- It is the responsibility of the Headteacher to produce regular reports for the Governing Body. The format will include:
 - Individual case studies and a data track for all PP pupils. (enabled Nov 2017)
 - the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils (Nov 2017)
 - an outline of the provision that was made since the last termly meeting
 - an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
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- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education (Feb 2013) and will appear on our school website

Appeal

Any appeals against this policy will be through the governor's complaints procedure

