

Pupil Premium: Using it to close the disadvantage gap
September 2017 – September 2018

Success arises out of a steady accumulation of advantages: when and where you are born, what your parents did for a living, and what the circumstances of your upbringing were, all make a significant difference in how well you do in the world.

M. Gladwell, 'Outliers: the story of success' 2008

Viewed in these terms, the moral purpose of school may be construed as providing, through education and care for children's well-being, advantage where it is lacking, mentoring and support for parenting where it is needed, and complimentary provision in a school community of high ideals and aspirations. Without the effort of the school, too many children are destined for a steady accumulation of disadvantage, with little compensation.

Based on OFSTED 'Twenty Outstanding Primary Schools – Excelling Against the Odds'

Main Barriers

- Vulnerable families and pupils with emotional and social needs
- Increasing numbers of pupils with limited/no English
- Increasing numbers of children coming into school with no prior schooling in England
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills in English and first language)
- School readiness (low academic baselines on entry, socially and emotionally not ready)

Desired Outcomes

- All Children to experience Quality First Teaching
- Close the difference between Pupil Premium funded pupils and 'Other' pupils nationally
- PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels – one of the key roles of YGLs)
- Continue to support families and pupils' social, emotional and health needs through Learning Mentors, Beacon Behaviour Support, developing links with Sparkhill Children's Centre and signposting
- Continue to support pupils and families who are new to English/ no previous schooling
- Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- More Able PP pupils 'on track' to exceed Expected Standard
- Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- Increase vocabulary, reading and phonics achievement in EYFS & KS1
- Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips.

Financial Year		Pupil Premium Funding		Percentage of Disadvantage Children		Number of Pupils on Roll (including Nursery)	
2017/2018		£244,000		45		416 + 39 Nursery FTE	
2016/2017		£194,000		47		419 + 40 Nursery FTE	
2015/2016		£262,680		41		416 +,44 Nursery FTE	
Intended Outcomes How the actions will impact on achievement	Action Pupil Premium used for...	Amount allocated (£)	Targeted Group(s)	Monitored by	Impact		
Whole school strategies for all pupils							
Improved levels of attendance, punctuality, and a decrease in Persistent Absentees.	Attendance support for pupils & families – led by, Attendance and Admissions Manager, Inclusion Manager and Learning Mentors.	£16,278	-Whole school targeted -Vulnerable children with poor attendance, poor punctuality, and a particular focus on <i>Persistent Absentees</i> - aimed at supporting all families -Targeted support for approximately 27 families across the school.	SBM DHT			
Improved levels of attendance, punctuality, and a decrease in Persistent Absentees. Children are ready to learn by reducing hunger and tiredness. Improved wellbeing and readiness to learn – particular focus on reading	Rise and Shine breakfast club serving approx. 40 children with enhanced provision for vulnerable children - led by Breakfast Club Manager and 5 staff.	£12,350	School targeted at PP children, other vulnerable children and children with poor attendance Improved attendance, punctuality wellbeing and readiness to learn (approx. 100 children) Inclusion team	SBM DHT			
Targeted focus work with families to enable them to support their child's learning and well-being.	Inclusion Manager and Learning Mentors support for children and families	£41,734	Targeted children across school	Senior Learning Mentor & HT			

Targeted strategies for underperforming pupils and other pupils					
Intended Outcomes How the actions will impact on achievement	Action Pupil Premium used for...	Amount allocated (£)	Targeted Group(s)	Monitored by	Impact
Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils	Additional 0.5 teacher in years 1,2,5 & 6 and 0.3 in years 4 & 5. Additional 0.8 teacher in FS.	£97,019	PP Prior Higher Attainer Boys of Pakistani heritage Higher attainers from EYFS who are in Year 2	HT Phase Leader s respon sible for each phase	
Small group teaching for new to English/New Arrivals to ensure effective induction into school and accelerate acquisition of English.	Additional Teachers to support NtoE/New arrivals.	£11,454	New to English & Newly Arrived	2X AHTs	
Address the low baseline on entry data though additional adult support, particularly focussing upon Physical development & speaking strand.	Additional 0.8 Early Years Practitioners in Foundation Stage (Phase Leader) SLE Support from TSA	£18,103 £1925	Children identified through assessment as low attainment in speech and language, and physical development with an emphasis on PP children	Phase Leader	
Improved Attendance, punctuality and readiness to learn. Targeting extra reading before school to improve fluency and	Good Morning Reading from 8:40 onwards for all children to read with an adult or whole class shared reading.	All staff in school participate in this activity prior to registration	All children across the school Those who are persistently late	AHT (SW) & Englis h Leader s	

comprehension.					
Nurture support delivered in and out of class, focussing on behaviour, social skills and attitudes to learning.	Behaviour Support from Beacon Emotional support from 3 learning mentors Learning Mentors Pastoral support (for individual children)	Beacon £2550 pa April-August 17 £1077.50 Sept 17 to March 18 £1508.50	Children identified as requiring additional support with behaviour, social skills or expressing and understanding own emotions	DHT	
Learning Mentors support children in and out of the classroom. Raised self-esteem, promoting confidence and increased motivation.	1x additional full time Learning Mentor for Years 5&6	£25,276	Children identified as requiring additional support with behaviour, social skills or expressing and understating own emotions in Year 5&6	DHT	
Accelerating learning & progress in Y6.	AHT teaching extra English and Mathematics group Three days Booster School at Easter.	£2,500 x 3 days	Children who need to make accelerated progress in Y6 so they are age related and ready to access secondary school curriculum	Year 5&6 Leader	
Targeted strategies for Pupil Premium pupils					
Intended Outcomes How the actions will impact on achievement	Action Pupil Premium used for...	Amount allocated (£)	Targeted Group(s)	Monitored by	Impact
Relevant leaders and staff across school are released for ½ day to ensure pupil premium	Phase Leaders release time to support the leadership and management of pupil premium strategies.	£5000 x 4 Phase Leaders	All Pupil Premium children	DHT	

provision is monitored and evaluated half termly, including the support for families.					
Accelerated learning for targeted children to narrow the gap PP pupils and Other pupils.	Afternoon Intervention Programme (Teaching Assistants) following on from marking and feedback	£3905.50	All Pupil Premium Children	AHT (SWh)	
Accelerate phonics learning, reading/comprehension and vocabulary in FS2 and KS1.	Afternoon 1:1 reading and phonics Intervention Programme (Teaching Assistants) following on from marking and feedback	£3905.50	Pupil Premium children not meeting National Expectations	Phase Leader	
Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	Subsidising educational trips and visitors.	£2000	All Pupil Premium Children	Senior Learning Mentor	