

Punnetts Town Pupil Premium



Pupil Premium is a fund allocated to schools based upon the number of pupils from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes pupils who have been *looked after* by the local authority. The Pupil Premium is additional government funding given to schools so they can support pupils and close the attainment gap.

Our Pupil Premium Lead is Susan Conaway. If there is anything you would like to discuss about pupil premium funding please contact the school office: 01435 830361 to make an appointment

The next pupil premium strategy review is May 2018 to allocate funding for 2018-2019

Summative data updated September 2018

See Department of Education *website* www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings

At Punnetts Town pupil premium is used to secure sufficient impact on outcomes for disadvantaged pupils. Disadvantaged pupils need to make accelerated progress if attainment gaps are to be closed. All pupil premium pupils benefit from funding, not just those who are underachieving.

Our practice includes:

- Data analysis – teaching staff have access to data that supports early identification and intervention as part of our strategy to reduce underachievement
- Pupil progress meetings every term when teachers and the senior leadership team plan for any pupil not making expected progress with carefully matched support and an expectation that intervention will make a measurable difference to progress and attainment
- Teaching methods and differentiation to meet the needs of the individual, including precision teaching approach and proven schemes (e.g. Read Write Inc)
- Regular reports to governing body on pupil premium funding, attainment and progress and impact of interventions
- Pupil progress and attainment targets for all teaching staff as part of appraisals and performance management
- Provision management, including evidence based interventions (Reference EEF Teaching & Learning Toolkit and John Hattie))
- Regular moderated assessment in house and across Federation
- Learning walks and discussions with pupils about their learning each term
- Teaching & Learning standards an agenda item at weekly SLT meetings
- Weekly teaching & learning Federation staff meetings
- Curriculum enrichment, including language across the curriculum
- Pupil well-being support
- Professional development, support and challenge for all staff in their work to improve outcomes for pupils
- Structured conversations with parents/carers

A barrier for all children in our school is access to the everyday resources the majority of young people can access. Public transport in our rural location is extremely limited and a family has to travel a distance to access school, the library, sports facilities, and the arts. If there is one car in the family, transportation has to be prioritised. As a school we prioritise support for children to access clubs and enrichment experiences.

There are a proportion of disadvantaged children who have special educational needs and we are focused on finding effective strategies and support for the individual facing additional challenges. Attendance can be a barrier and we have robust systems to bring all children closer to our school target of 96%.

Finally, how education is valued and attitudes brought to the learning can be a barrier and can affect a child's sense of control and autonomy when in school. A child can develop a mind set about learning, believing that effort and perseverance are not relevant in the classroom – *if you do not have an innate talent for learning, there is little point in trying; worries about taking risks to take learning forward and preferring to remain silent rather than take a chance on participating.* We promote the mind set – *mistakes help me to learn and improve* and our ethos is *it safe to try new things and make mistakes here.* Pupils' accelerated progress is a priority at Punnetts Town because of attainment gaps emerging when pupils transfer to secondary school and then later, their access to continuing education

Punnetts Town Pupil Premium Spend 2016 – 2017

Staff skills development: £1,150

- Teacher peer observations
- Training from specialist services
- Cover for pupil progress meeting

Enrichment: £1,460

- Forest School
- Clubs
- Residential subsidy

Pupil well-being support: £6,400

- Breakfast club subsidy
- Nurture, Social Skills
- THRIVE
- Cover for structured conversations with parents
- Mindfulness

Curriculum: £4,500

- Curriculum resources
- Additional TA
- Year 6 Booster

Pupil Premium allocation across financial year
Impact measured Sept to July.

Percentage of cost of learning support staff
provided through Pupil Premium

% of pupil roll eligible for pupil premium
% of whom have additional needs

2016/2017 funding £13,780
2017/2018 expected funding £9,240

How well are disadvantaged pupils attaining compared with their peers?

Comparing 2017 attainment of disadvantaged pupils with other pupils at Punnetts Town and pupils nationally
(cohorts may have 1 pupil eligible for pupil premium)

National thresholds for comparison See <https://www.compare-school-performance.service.gov.uk/school/>

Punnetts Town performance data summary for Key Stage One 2017			
Disadvantaged		Non Disadvantaged	
% each pupil	Cohort	% each pupil	Cohort
100%	1	5.9	17

	Disadvantaged		Non Disadvantaged		Gap in school between disadvantaged and non-disadvantaged at Punnetts Town
	2017 National %	<u>School KS1 Disadvantaged %</u> gap between school and national in bracket	2017 National %	<u>School KS1 Non Disadvantaged %</u> gap between school and national in bracket	
Reading ExS	63.2	0(-63.2)	79.1	76.5	-76.5
Writing ExS	54.4	0(-54.4)	72.2	70.6	-70.6
Maths ExS	62.4	0(-63.4)	78.8	76.5	-76.5
Reading GDS	14.1	0(-14.1)	28.4	23.5	-23.5
Writing GDS	7.8	0(-7.8)	17.9	11.8	-11.8
Maths GDS	11.3	0(-11.3)	23.2	11.8	-11.8

Data based on one pupil entitled to free school meals

Punnetts Town performance data summary for Key Stage Two 2017			
Disadvantaged		Non Disadvantaged	
% each pupil	Cohort	% each pupil	Cohort
50	2	6.7	15

Disadvantaged			Non Disadvantaged		Gap in school disadvantaged and non-disadvantaged at Punnetts Town
	2017 National %	<u>School KS2 Disadvantaged %</u> gap between national in bracket	2017 National %	<u>School KS2 Non Disadvantaged %</u>	
Reading ExS	59.9	100	77.0	93.3	
Writing ExS	65.8	100	81.1	86.7	
Maths ExS	63.3	100	80.2	86.7	
RWM combined ExS	47.5	100	67.5	86.7	
Reading GDS	14.3	100	29.4	40	
Writing GDS	10.0	0(-10)	21.3	20	-20
Maths GDS	12.9	50	27.2	33.3	
RWM combined GDS	3.7	0(-3.7)	11.0	6.7	-6.7

Disadvantaged Year 1 and end of Year 2 Phonics Year 1 cohort 2 disadvantaged pupils Year 2 cohort 1 disadvantaged pupil			Non Disadvantaged Year 1 and end of Year 2 Phonics		Gap in school disadvantaged and non-disadvantaged at Punnetts Town
	2017 National %	<u>School Disadvantaged %</u> gap between national in bracket	2017 National %	<u>School Non Disadvantaged %</u>	
Y1 Phonics	70.0	N/A	83.8	91.7	N/A
Y2 Phonics	85.7	0.0 (-85.7)	93.3	94.1	-94.1

Punnetts Town Pupil Premium funding and the difference it is making to our pupils

Staff skills development strategy to raise attainment	
Teacher peer observation	<p><i>Dialogue and reflection with colleagues to improve teaching methods, targeting learning through teaching, tracking progress and involving pupils</i></p> <ul style="list-style-type: none"> ○ Teaching staff differentiate based on data and knowledge of the need/gap and how to fill it ○ Teaching staff have high expectations of pupil progress based on prior attainment (Early Years, End of key stage) ○ Teachers refer to examples of work at different standards to support professional judgments <p>Outcome: Secure teacher judgements on attainment and progress Pupils engagement and dependence observed as a result of well-matched teaching and support</p>
Marking and feedback	<p><i>Quality dialogue between teacher and pupil most effective intervention to raise pupil attainment. The best feedback is given verbally directly to the pupil at the point of learning. Feedback effective when it relates to the learning objective and success criteria (what the pupil needs to do/include in their work to be successful)</i></p> <ul style="list-style-type: none"> ○ Evidence of pupils given time to respond to teaching and feedback in workbooks <p>Outcome: Feedback has positive impact on pupil progress and evidence of this is seen soon after in work books Dialogue about learning is sustained between teacher and pupil and results in progress</p>
Specialist support	<p><i>Specialist support helps to develop and improve teacher skills in order to meet the needs of all pupils in the class</i></p> <p><i>Speech & Language (SaLT) service</i> work with individual pupils and staff and meet with parents in school</p> <ul style="list-style-type: none"> ○ SaLT clinicians model delivery and give advice on delivery of SaLT programmes by staff in school <p>Outcome: Speech & Language targets achieved Improved pupil understanding of language concepts impacted positively on attainment Parents are pleased with delivery of SaLT programme in school</p> <p><i>The Education Psychology (EP) service</i> work with individual pupils and staff and meet with parents in school</p> <ul style="list-style-type: none"> ○ TAs and Individual Needs Assistants access training led by the EP annually <p>Outcome: Improved understanding of barriers to learning, effective support and precision teaching Improve provision and plan for any further assessments to clarify pupil need</p> <p><i>Communication Language Autism and social skills (CLASS)</i></p> <ul style="list-style-type: none"> ○ CLASS work with individual pupils and staff and meet with parents in school to improve access and provision

	<p>Outcome: CLASS training for staff working with pupils with social communication difficulties, includes practices to benefit all learners, e.g. use of visuals and pupil interests to motivate and sustain engagement, strategies for self awareness and self-regulation</p> <p>Health</p> <ul style="list-style-type: none"> ○ Staff training ○ Termly peer meetings between health clinicians and education <p>Outcome: The needs of pupils with additional health needs are met appropriately and full access to the curriculum is facilitated</p>
<p>Pupil progress meetings</p>	<p>Most effective interventions based on prior attainment, precision teaching (timed and daily) and learning with peers</p> <ul style="list-style-type: none"> ○ Teaching staff work with Inclusion manager to decide most effective interventions to narrow attainment gaps and reduce impact of other barriers (e.g. attitude to learning, emotional resilience) to progress ○ There is support and challenge for individual teachers ○ Teachers take account of local and national data and compare school data <p>Outcome: Teachers give account to senior leaders of progress (based on prior attainment) and attainment within expected standards for every pupil and provision to meet needs</p>
<p>Pupil well-being strategy to raise attainment</p>	
<p>Breakfast club</p>	<p>Breakfast club</p> <p>Outcome: Teaching staff report positive impact on attendance, punctuality, diet and readiness to learn Pupils observed to benefit from social interaction with range of pupils, which in some cases carries over into break time Parents value resource and are enabled to fulfill work commitments</p>
<p>Nurture groups Social skills groups</p>	<p>Nurture and social skills groups directed by teacher is responsive and pupils are prioritised based on need</p> <p>Outcome: Pupils reported to school governor that there is a safe adult in school to talk with Staff aware of significance of validating pupils feelings and use of specific praise Improved sensitivity in curriculum delivery – differentiation based on emotional need Staff aware of significance of validating pupils feelings and use of specific praise 100% pupils reported to governor, they feel safe to learn in school</p>
<p>THRIVE</p>	<p>THRIVE resource is responsive and pupils are prioritised based on need</p> <p>Outcome: Feedback from pupils' is 100% value time with THRIVE practitioner and can describe how it has helped Teachers report positive impact and refer other pupils Parents value service and request referral Family THRIVE room is used for family THRIVE sessions</p>

<p>Structured conversations</p>	<p><i>Parent views and knowledge of their child helps staff understand how they can shape learning for an individual Partnership with parent can offer support for pupil through shared understanding of expectations and aspirations</i></p> <ul style="list-style-type: none"> ○ Parents, Inclusion Manager, teaching staff for 3 extended meetings ○ Support for improved attendance <p>Outcome: 100% of parents/carers attended meeting Family engagement improved through additional meetings with staff Parent/carer views included in review of pupil outcomes and setting new targets Pupils and parents/carers know targets and what we are hoping to achieve</p>
<p>Curriculum strategy to raise attainment</p>	
<p>Resources</p>	<p><i>Published schemes and timed interventions for observable measurable skills; methods of targeting learning, tracking progress and involving pupils</i></p> <ul style="list-style-type: none"> ○ Concrete maths apparatus for acquisition, fluency and maintenance of skills used in all classes (Maths Mastery) ○ Evidence based programmes e.g. Speech & Language Link ○ Precision teaching materials, using motivating activities and games – Teach – Test- Chart <p>Outcome: 100% pupils able to communicate how support led to better progress 100% pupils able to communicate how they learn best</p>
<p>Year 1 and end of Year 2 Phonics</p>	<p><i>Reinforcement by TA following whole class teaching of phonics by teacher</i></p> <p>Outcome: 2017 data: -36.7% attainment gap in Year 1 phonics between disadvantaged and non-disadvantaged Listening skills improved to support sound recognition and differentiation of sounds Language experience is enhanced through additional stories and models of descriptive language – pupils speaking in extended sentences; all interventions having gradual impact on attainment Listening skills improved to support sound recognition and differentiation of sounds</p>
<p>Booster groups</p>	<p><i>Quality teaching based on precise understanding of gap to narrow deficit in attainment for disadvantaged pupils To address gap for disadvantaged pupils at greater depth in standard in reading, writing and maths</i></p> <ul style="list-style-type: none"> ○ Year 6 booster led by teacher and head of school target 6-8 pupils ○ Gap analysis assessment for learning during teaching, from work books and from test papers ○ Gaps/misconceptions in daily lesson addressed in small group in the afternoon ○ Weekly booster in addition to teaching in class with class teacher and Head of School ○ Information from all interventions fed back to class teacher to inform planning and value intervention with pupil <p>Outcome: Key stage 1 2017 data (ExS expected standard GDS greater depth in standard) - comparisons for one pupil only Reading : -76.5% attainment gap between disadvantaged and non disadvantaged - 63.2% attainment gap compared with disadvantaged pupils nationally</p>

	<p>Writing: - 70.6% attainment gap between disadvantaged and non-disadvantaged at Punnetts Town - 54.4% attainment gap compared with disadvantaged pupils nationally</p> <p>Maths: - 76.5% attainment gap between disadvantaged and non-disadvantaged at Punnetts Town - 62.4% attainment gap compared with disadvantaged pupils nationally</p>
Enrichment strategy to raise attainment	
Forest School	<p><i>Enrichment opportunities to promote pupil aspiration, confidence and self esteem</i></p> <ul style="list-style-type: none"> ○ Pupils supported to take risks to take learning forward, building resilience at times of challenge ○ Support for pupil self – discipline ○ Pupils learn positive results following hard work <p><i>Outcome:</i></p>
Clubs	<p><i>Support for the interests of individual pupils to promote aspiration, confidence and self esteem</i></p> <ul style="list-style-type: none"> ○ Pupils learning a new skill – making mistakes, taking risks to take learning forward ○ Support for pupil self – discipline ○ Pupils learn positive results following hard work <p><i>Outcome:</i> 100% disadvantaged pupils accessed enrichment experiences</p>
Residential Subsidy	<p><i>Enrichment opportunities to promote pupil aspiration, social skills, self-reflection and risk taking for personal development</i></p> <ul style="list-style-type: none"> ○ All pupils encouraged to attend residential opportunities and family support is personalised ○ Pupils relationships develop with different and more peers <p><i>Outcome:</i> 100% disadvantaged pupils accessed residential in Year 4 and Year 6 Feedback from pupils, staff and parents of increased self- confidence, new strengths, enhanced social interaction skills</p>

Punnetts Town
March 2018