



Pupil Premium Policy

Background

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

Aims

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. This policy offers guidance to schools within Humber Education Trust in securing the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

Eligibility and funding

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;
- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Allocation of additional funding

All schools in Humber Education Trust will the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focussing on a small number of carefully chosen priorities is effective - less can be more.

In line with the EEF Guide, all schools within Humber Education Trust will adopt a tiered approach to Pupil Premium spending. They are as follows:

Quality First Teaching

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**. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. 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. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

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.

Responsibilities

Trustees are responsible for:

- Holding Trust leaders to account in order to ensure the Pupil Premium grant helps all disadvantaged pupils by improving their progress and attainment.

The CEO and Deputy CEO are responsible for:

- Monitoring the allocation (using EEF guidance), implementation and impact of Pupil Premium spending for all schools;
- Commissioning Pupil Premium reviews as required;
- Producing termly reports (to Trustees) relating to outcomes for disadvantaged pupils for both individual schools and the Trust.

Local Governing Bodies are responsible for:

- Agreeing and approving annual Pupil Premium statements;
- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website.
- Refer to the scheme of delegation for supported schools as approval of Pupil Premium spending must be given by the CEO.

Headteachers / Principals are responsible for:

- Writing annual Pupil Premium statements using agreed EEF guidance and templates;
- Reviewing Pupil Premium statements for the previous academic year using agreed guidance and templates;
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
- Publishing statutory information on the school's website;

- Producing termly reports relating to outcomes for disadvantaged pupils to LGB and the Trust.

Teachers and other school staff are responsible for:

- Ensuring they have an accurate understanding of the disadvantaged pupils in their class/group etc and their specific barriers to achieving highly;
- Implement the school's agreed Pupil Premium strategy (as appropriate to their role).

Useful links:

DfE Pupil Premium Policy

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

DfE Guidance on writing Pupil Premium Strategy Statements

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Strategy Statement Templates – blank and example

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Effective use and accountability

www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

EEF Pupil Premium Guide

www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide

EEF Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

EEF Early Years Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>

DfE Pupil Premium Conditions of Grant

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>

Service Premium

www.gov.uk/government/publications/the-service-pupil-premium

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Clifton Primary School
Pupils in school	343
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£181,230
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	December 2020
Statement authorised by	S Kernan and S Thurston
Pupil premium lead	S Thurston
Governor lead	P Goodfellow

Disadvantaged pupil KS2 progress scores for last academic year 2019

Measure	Score (national benchmark in brackets)
Reading	6.3 (0.32)
Writing	3.8 (0.27)
Maths	4.6 (0.37)

Disadvantaged pupil KS2 performance overview for last academic (Current validated data 2018-19)

Measure	Score (national benchmark in brackets)
Meeting expected standard at KS2	
<ul style="list-style-type: none"> • RWM 94% (71%) • Reading 94% (73%) • Writing 94% (83%) • Mathematics 97% (84%) 	
Achieving high standard at KS2	
<ul style="list-style-type: none"> • RWM 24% (13%) • Reading 58% (31%) • Writing 36% (24%) • Mathematics 55% (32%) 	

Barriers to learning

- Majority of children entering school with very low starting points
- Large numbers of children and families with little or no English
- Attendance and punctuality
- Opportunities and exposure to a broad range of experiences
- Complex social and emotional barriers for children and families

Strategy aims for disadvantaged pupils

Which areas will be our focus?	Target – what do we want to achieve?	Target date
<p>1. Raise attainment for all groups of disadvantaged children</p>	<ul style="list-style-type: none"> • Maintain high standards of attainment and progress at the end of KS2 • Ensure the very best conditions for teaching and learning • Staff able to target specific gaps in learning within all year groups so that an increase of children meeting EOY expectations • Standards at the end of KS1 are broadly in line with national figures - 78% Reading, 73% Writing and 80% Maths. • Outcomes of the national phonics check at both Y1 and Y2 will rise to 75% and 86% respectively • Standards at the end of KS2 continue to be significantly above NE: 89% of pupils achieved the new expected standard in for Reading, Writing and Maths combined against a national figure of 65%. • Pupils achieving the expected standard at the end of KS2 will be 89% Reading, 89% Writing, 93% Maths. 	<p>Sept 21</p>
<p>2. Improve the quality and rate of language acquisition for disadvantaged children</p>	<ul style="list-style-type: none"> • Ensure that language is not a barrier to learning • EAL pupils and those with lower levels of language acquisition will make accelerated progress in all year groups and subjects across school • Quality first teaching will ensure early language gaps are identified and interventions put in place • Planning will identify a clear, coherent sequence of learning steps for those pupils with low levels of language acquisition 	<p>Sept 21</p>
<p>3. Improve rates of attendance for disadvantaged children</p>	<ul style="list-style-type: none"> • Attendance will be in line or above 95.9% • Rates of 'late arrivals' will decrease based on previous year's figures • PA data will be below 7% • Children will spend more time learning 	<p>Sept 21</p>
<p>4. Ensure disadvantaged children have access to a broad range of experiences and opportunities</p>	<ul style="list-style-type: none"> • All children (where possible pending Covid restrictions) will have access to a range of themed visits and visitors linked to learning themes • Children will be part of a rich and exciting curriculum experience • Children will make outstanding progress in relation to individual curricular goals 	<p>Sept 21</p>

5. High quality SEMH provision and community support service	<ul style="list-style-type: none"> • Effective support for our most vulnerable families • Signposting a broad range of agencies and external help • Provision of consistently high-quality emotional well-being support for all pupils 	Sept 21
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Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan

Quality First Teaching priorities for current academic year

Focus Area	Activity
1. Raise attainment for all groups of disadvantaged children	<ul style="list-style-type: none"> • Additional teacher employed to deliver bespoke interventions for those pupils in receipt of FSM in Y5 and Y6 • Additional teacher and teaching assistant employed to provide interventions at the point of need to KS1 pupils • Raising standards teaching assistant employed to provide interventions at the point of need to KS2 pupils • Maths/English coaching provided for Y6 pupils. More able pupils attended mastery club • Reading Interventions run by teachers and specialist teaching assistants. Incentives provided to encourage daily home reading. • Staffing ratio of 1:7 rather than 1:13 in The Early Years Foundation Stage to ensure accurate and timely intervention for those children in receipt of FSM
Projected spending	£ 105390
Monitoring	<ul style="list-style-type: none"> • Performance Management/appraisal • School reviews • Deep Dives (Trust/internal) • Lesson monitoring • LGB Meetings • Work reviews • Data analysis • Pupil progress meetings

Targeted academic support for current academic year

Focus Area	
2. Improve the quality and rate of language acquisition for disadvantaged children	<ul style="list-style-type: none"> • Employ multilingual teaching staff and teachers to ensure smooth transition for those children and families who are developing their language skills • Implement RWI programme to accelerate rates of phonological awareness • Support Staff deliver 'Words First' language programme for EAL children and those new to English • Employ specialist Teaching Assistant to support children in early reading skills so that they do not fall behind their peers
Projected spending	£ 30239
Monitoring	<ul style="list-style-type: none"> • Data analysis • Pupil progress meetings • RWI assessment mapping • Work reviews • Lesson monitoring • LGB Meetings • 'Words First' ongoing assessment tool

Wider strategies for current academic year

Focus Area	Activity
<ul style="list-style-type: none"> • Improve rates of attendance for disadvantaged children 	<ul style="list-style-type: none"> • Provision of free Breakfast Club with two skilled members of staff to engage our children in meaningful activities, sports and develop their social skills. • Breakfast time table tennis Club set up to engage persistent 'late' children • Community Safeguarding officer employed to reach out to our most vulnerable families/PA children • Attendance reward system for families • FareShare Programme timed alongside school start times

<ul style="list-style-type: none"> • Ensure disadvantaged children have access to a broad range of experiences and opportunities 	<ul style="list-style-type: none"> • All pupils in school learn to play a musical instrument which is fully funded by the school. • We subsidise many trips, visits and visitors, including residential visits so that all pupils have access to a rich and varied curriculum • We have designed a curriculum vision and intent that ensures all children are able to develop not only their knowledge and skills abut also their character and experience of the world around them
<ul style="list-style-type: none"> • High quality SEMH provision and community support service 	<ul style="list-style-type: none"> • We have an EWB Team who deliver ELSA sessions on a daily basis for our most vulnerable children • Community Safeguarding Worker employed to liaise with our hardest to reach/most vulnerable families • Jigsaw Programme implemented across school and full resource packs available • High quality SEMH resources available throughout school • Bespoke 'Bee' Room for dedicated ELSA/SEMH work
<p>Projected spending</p>	<p>£ 45601</p>
<p>Monitoring</p>	<p>Attendance data analysis CPOMS Safeguarding Weekly Briefing EWB Team Meetings Parental engagement meetings/Open evenings Trust/internal monitoring Deep Dives SLT Meetings</p>

	<p>The majority of pupil and staff voice surveys indicate that they have the right conditions to thrive as individuals and professionals.</p> <p>Upper KS2 Class sizes remained beneath those found nationally, as a result pupils in this cohort made excellent progress with attainment figure comparing favourable to their national peers. These reduced numbers allowed targeted and consistent interventions for those children in receipt of FSM</p>
<ul style="list-style-type: none"> • Staff can target specific gaps in learning within all year groups so that an increase of children meet EOY expectations • Standards at the end of KS1 are broadly in line with national figures 	<p>All staff are highly skilled in delivering quality-first interventions and are explicitly aware of what all children need to do to progress further.</p> <p>As with KS2 figures, monitoring and assessment up until Spring Term indicates standards to be broadly in line with NE and a slight rise on 2019 KS1 data</p>

<ul style="list-style-type: none"> High quality, experienced staff work to rapidly close the gap on entry for children from disadvantaged backgrounds. 	<p>Y6 Disadvantaged children: (Refer to data and commentary above)</p>
<ul style="list-style-type: none"> Continue to improve provision for EAL pupils so that they are able to make accelerated progress during their time in school 	<p>Y6 EAL</p> <p>EAL pupils continued to make excellent levels of progress during their time with us and in the absence of validated data, forecasts indicate that thos progress and attainment figures were on track to continue</p>
<ul style="list-style-type: none"> To continue to improve emotional wellbeing support for our most vulnerable children and families To raise levels of attendance and 'PA' so that they are in line with National figures 	<ul style="list-style-type: none"> We have recently employed a Community Safeguarding Officer whose primary role is to liase with our most vulnerable and 'at risk' families and children in order to provide: Improved attendance – attendance was 94.5% prior to school lockdown (FS2 - Y6) Emotional/wellbeing support – 8 children received intensive and ongoing support in the form of ELSA sessions and 25 daily/weekly EW check-ins
<ul style="list-style-type: none"> To ensure all children have the best start to the school day through provision of a free Breakfast Club 	<ul style="list-style-type: none"> Take up for Breakfast Club averaged around 65 children pupils per day up until lockdown and 16 during lockdown which represents a take up of around 35% for those children who were entitled to attend (Key Workers/Vulnerable)

- To subsidise a wide range of trips, visits and extra-curricular activities including specialist music tutoring

- After School Clubs offered to children were: netball, football, arts and crafts, Ipads, chess, benchball, street dance, yoga & mindfulness and gymnastics.
- Trips out were to local museums which fit topics
- 10 x Y5 and Y6 children had clarinet lessons
- All of Y4 had brass lessons as part of Wider Opportunities
- 8 x Y5 and Y6 children had brass lessons