

Pupil Premium Strategy



Statement of allocation 2015-2016 and Strategy 2016-2017

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

2015-2016

During 2015-2016 Isaac Newton Primary School was allocated £189,000 for pupils entitled to the pupil premium. This was used to ensure that pupils eligible for the pupil premium are more able to meet their potential.

The money was spent on the following:

1. Small group tuition by qualified teachers in Reading, Writing and Numeracy (approx £52,500)
2. Allowing subsidised places for pupils at breakfast club (approx £20,000)
3. The employment of an additional teaching assistant to ensure that specific interventions can take place in the Foundation Stage (approx £21,000)
4. Employing a fully qualified teacher to work with small group in Year 5/6 for Literacy and Maths.
5. Lunch and after school clubs (approx £6000)
6. Music Tuition (approx £9500)
7. Using TAs and Teachers for a range of booster groups (approx £34000)
8. The employment of staff who are able to provide counselling/mentoring
9. Subsidising school visits for eligible pupils (approx £5000)
10. Providing smaller class sizes by employing an additional teacher (approx £32,000)
11. Support in purchasing equipment and books for the new school library (approx £5000)

As a school we recognise that this money needs to be separate to the budget allocation for pupils with Special Educational Needs.

Impact

The school measures the impact of the pupil premium in a range of ways. Each academic intervention, from smaller classes to one to one tuition, is rated in terms of the cost versus the increase in attainment. The school is then able to measure value for money, maintaining those interventions which represent a good use of the money.

The impact of the use of the pupil premium can also be seen to impact as follows:

- The progress gap between those pupils eligible for pupil premium and those who are not has narrowed significantly when measured against starting points
- The number of pupils using breakfast club has increased. This has allowed parents to arrive at work promptly and ensured that pupils are ready for the day ahead.
- The number of pupils who are now playing a musical instrument is significantly higher than in the past. In July 2016 a Year 6 pupil passed grade 1! This will be measured in terms of gradings as we continue to provide lessons.
- No exclusions of pupils who have been with the school throughout their educational career.
- Record phonics results
- Results in excess of the national average at KS2
- Results in excess of the county picture at KS1 (awaiting national results)
- Another increase in achievement in the Foundation Stage – results in excess of the previous national averages.

More detailed analysis of impact is kept at school

2016-2017

In 2016-2017 we expect to be allocated over £195,000. This will be used to maintain those areas of success from 2015-2016 and will explore new areas in which we believe we can make a more significant difference to achievement.

Barriers experienced by pupils eligible for pupil premium:

At Isaac Newton Primary School we know that the pupil premium grant must be used to remove barriers to learning for our pupils. We do this by ensuring that common experiences and focused support prevent children from:

- Missing opportunities which are commonly taken up by others (music lessons, school trips etc)
- Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those children who are not at the expected level within school (where there is not a special educational need)
- Missing out the latest research by experts such as the EEF and other reliable sources (Hattie, OFSTED etc) and using findings within our vision and development plans
- Arriving at school in the correct frame of mind for a day of learning – breakfast club allows a smooth transition from home to school
- Falling behind with their language or communication skills
- Having low attendance and thus seeing any gaps between themselves and their peers widen
- Having less confidence than their peers

Our Strategy

Whole School:

As a school we recognise that there is not a one size fits all strategy that will ensure that all children flourish. However we also know that certain whole school strategies will benefit all children – especially those eligible for pupil premium. The whole school strategies that will be used in 2016-2017 are as follows:

- We will work with the Education Endowment Foundation (EEF) on their mobilise project. This will allow us to use research to make the best use of the way in which our Teaching Assistants work in school – this will take into account potential barriers to learning including pupil premium
- We will participate in the Calderdale writing research project. This will give us a new way to build on the skills already gained by pupils and allow us to more accurately identify areas for development for pupils
- Continue to develop metacognition strategies (learning how to learn) for pupils within the school whilst developing the way in which we feedback to pupils. These are the two single aspects of school life that are shown to have the greatest impact upon progress.

Specific Spending:

As the gaps between pupils eligible for pupil premium and their peers continue to fall here at Isaac Newton Primary School we will continue to spend to:

1. Fund one to one tuition in Reading Writing and Numeracy (approx £2000)
2. Allow subsidised places for pupils at breakfast club (approx £20,000)
3. Maintain levels of TA support focused on PP pupils (approx £30,000)
4. Maintain lunch time and after school clubs (approx £9000)
5. Subsidise the cost of school visits (approx £5000)
6. Maintain the work of the learning mentors (approx £20,000)
7. Create effective intervention groups Literacy and Numeracy classes in years 3 -6 (approx £60,000)
8. Maintain music tuition (approx £12,000)
9. Begin a counselling service (approx £3000)
10. Allow intervention groups to happen prior to the school day for pupils who's progress is not in line with that expected (approx £12,000)

11. Monitor the use of use of apprenticeships to allow more precise intervention strategies in the Foundation Stage (approx £10,000)
12. Invest in schemes that will allow pupils who are eligible for pupil premium greater access to high quality resources - school library... (approx £20,000)

We will also investigate the possibility of having a home school link worker and play therapist – this was not possible in 2015-2016

Measuring our success

There are a range of ways in which we will measure the success of the impact of our spending:

1. As the grant is provided to ensure that barriers to learning are removed our key measure of success will be measured using our assessment systems for reading writing and mathematics. The following will be considered:
 - a. The standardised scores achieved by those children eligible for pupil premium and those who are not.
 - b. The rate of progress each term – has the standardised score for those pupils eligible for pupil premium matched that of their peers?
 - c. The size of the gap between those pupils eligible for the pupil premium and their peers (we will consider the percentage of pupils in each grouping who have a standardised score above 90).

We will use all of the above information to target support and ensure that pupils eligible for pupil premium are able to increase their rate of progress where it falls below that of their peers.

2. The number of pupils who take up violin lessons and the grades achieved by those pupils by the time that they leave Isaac Newton Primary School
3. The overall increase in the quality of writing where pupils have accessed trips thanks to subsidies using the pupil premium grant.
4. We will monitor the behaviour of pupils during lunches and break times and see if the strategies in place reduce the number of behaviours that are not conducive to good learning.
5. Comparing the rate of progress for those pupils who are placed in smaller groups (using pupil premium monies) to see if they provide value for money.

These measures have been shown to be highly effective over the past three years as the gap between those children eligible for pupil premium and their peers has reduced significantly.