

Policy on Pupil Premium

Date: May 2016

Approved by governors: Full Governing Body meeting,

Persons Responsible: Clare Cairns and Carmel Park

Purpose and Practicalities

1. Park Wood Schools Federation ethos and values require us as a school to ensure that all our pupils can access quality learning and achieve their potential regardless of their personal circumstances. National statistics shows that a number of student subgroups do not achieve at the same level of other students and that this may be influenced by living in disadvantaged situations. The Pupil Premium funding is intended to minimise the impact of this by providing extra support in school to help ensure they achieve their potential.
2. The Pupil Premium budget at Park Wood Schools Federation is used to benefit children's learning and well-being in order to improve progress for a range of pupils. It is to support outcomes for these students by helping to narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds. The school recognises that we are accountable for how we use the additional funding to support pupils from low-income families and other target groups.
3. Pupil Premium is received by school in order to raise the achievement of three pupil subgroups:
 - Those on receipt of Free School Meals (FSM) or have received these in the last 6 years (FSME6)
 - Pupils who have a parent in the armed forces
 - Pupils who are in care or have been in care
4. The role of Pupil Premium money is developing (particularly once FSM changed to FSME6) and the amount received is now significant. Therefore originally the money was used to work through various approaches; we have for the last year focused on more specific projects.
5. The prime use of the money is to raise attainment for these pupils and others from disadvantaged background. We will however support the pupils academically, socially and emotionally, to ensure they have a positive experience of school and can optimise opportunities to develop and succeed. Whilst we believe that the emphasis has to be on improving literacy and numeracy knowledge and skills we also believe no one intervention can provide the answer to improving progress and it is the combination of support available which benefits the pupils. At Park Wood we employ a range of support mechanisms in order to optimise the engagement and success of all the pupils and to promote their well-being. The range of support available for academic, social and mental well-being recognises the nature of our pupils, the nature of our catchment area and the personal needs of each child.

6. We recognise and agree that intervention should be at an early age and stage.
7. A range of interventions at Park Wood have benefited from the Pupil Premium funding. These have included greater support in lessons, counsellors, specific outside agency support and a curriculum designed to provide enrichment and variety. In 2015/16 we have continued to receive a considerable sum of money and therefore have agreed through staff, pupils and governor discussion (including parent governors) that the pupil premium working party will make decisions on how the money is used to the advantage of all pupils and this is led by Clare Cairns and Carmel Park.
8. Final decisions over how the money is spent is made by the Head teacher, having been delegated this responsibility by the governing body. Parents/carers and external agencies cannot dictate how this money is spent, though they may make requests which will be considered.
9. We have set up a Pupil Premium group consisting of the Head, Assistant Head for Business, Deputy Head – with responsibility for Inclusion, the Chair of Governors, and the Pupil Premium Champion Governor.
10. This group will meet termly to monitor and evaluate progress of pupils, assess impact of initiatives and allocate budget.

Pupil Premium Student Numbers and Funding (Junior)

	Actual 2012/13	Actual 2013/14	Actual 2014/15	Actual 2015/16	Projected 2016/17
Number of eligible students (FSM initially and then FSM Ever 6)		61	59	57	50
Rate	£623	£900	£1300	£1300	£1300
Number of LAC (Medway)		3	3	3	1
Rate	£623	£900	£1900	£1900	£1900
Number of eligible Armed Forces		1	1	0	0
Rate	£250	£300	£300	£300	£300
Total Received					
Other looked after children		0	0	1	3
Total PP received	8,784	51,162	85,604	84,000	66,800

Pupil Premium Student Numbers and Funding (Infants)

		Actual 2013/14	Actual 2014/15	Actual 2015/16	Projected 2016/17
Number of eligible students (FSM initially and then FSM Ever 6)		22	16	21	12
rate		£900	£1300	£1300	£1300
Number of LAC (Medway)			2	2	1
Rate		£900	£1900	£1900	£1900
Number of eligible Armed Forces			0	0	0
Rate		£300	£300	£300	£300
Total Received		£25,731	£29,200	£29,200	19,400
Other looked after children		0	0	0	1
Total PP received		£25,731	£29,200	£29,200	19,400

Pupil Premium Provision

The Governing Body of Park Wood Schools Federation will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

The Range of Provision

- Facilitating pupil's access to education.
- Facilitating pupil's access to the curriculum.
- Additional teaching and learning opportunities.
- Alternative support and intervention.

In 2014/15 we used Pupil Premium to fund or part fund:

- A part-time counsellor in school – KS 2
- Outside agency support such as the Psychology and Learning Service (for identified students with complex needs). – KS 1 and KS 2
- Set up, including staff training, of a nurture hub – KS 2
- Additional TA support in some class rooms – KS 1 and 2
- Emotional First Aid training for 2 staff members – KS 2
- Emotional First aid specialist teacher bought in part time – KS 2
- Creative Curriculum – extended experiences for all – KS 2
- Additional reading books- KS 1 and KS 2

- Additional non – contact time for literacy and numeracy co-ordinator- KS 1 and KS 2

- Enrichment activities and educational visits – KS 2
- Working with the Royal Opera Company to produce children's opera – KS 2
- Speech and language therapist time for EFYS and KS1
- Specialist literacy teacher within EYFS and KS1
- Additional Literacy support bought in for underachieving KS 1 children

Provisions for 2015-2016 academic year and onwards

As above and including the following

- Employment of a Home School Support Worker, who has a key role to mentor and guide, disadvantaged students – KS 1 and KS 2
- A Student Welfare Fund to help families with the purchase of equipment, school trips/activities and uniform and other essential educational items – KS 1 and KS 2
- Allocated time for the school Data Manager to set up monitoring databases for students who are disadvantaged – KS 1 and KS 2
- Homework support for pupils within school time KS 2
- Time to talk – two TAs have received training from 'Place to be' – KS 1 and KS 2
- Small group or individual support, from a senior teacher, in literacy and numeracy for under-achieving students – KS 1 and KS 2
- Parent groups and training – triple P and the Steps programme – KS 2
- Further training for 'Hub' staff to enable KS 1 children to be supported and able to access the support if necessary
- Hub support open to all Key Stages
- Therapeutic trampolining for both KS 1 and KS 2 children

Monitoring

The funding will be overseen by the Head teacher, Deputy Head with responsibility for Inclusion and Assistant Head for Business with regular discussion with staff and governors. This will ensure that it is allocated appropriately and is meeting the needs of the target groups. Together with the curriculum and assessment leaders, modifications to the interventions will be discussed and changes made as necessary.

Our reporting system will be used to ensure that regular assessment of progress is made with Year Leaders responsible for analysing the progress of pupils in their care. The assessment lead will carry out this analysis at least twice in a year. The Assistant Lead will ensure that data is readily available to Phase Leaders and Year Leaders after each report.

All pupils will be assessed to see the progress made across the academic year in both literacy and numeracy. All will be expected to maintain at least the average rate of progress.

Clare Cairns and Carmel Park will be responsible for reviewing the success of the different activities and strategies and will recommend action to governors to improve what is on offer. Strategies will be reviewed according to their success and therefore the value for money they offer.

An annual summary of the progress made during the year by the pupils will be scrutinised by the Governors with feedback at each Full Governors meeting.

Record of PPG Spending by Item 2015/16

Item/project	Cost	Year gp/key stage	Outcome
A part-time counsellor in school	Total Cost = £13464	KS 2	12 children accessed counselling for issues including bereavement, parental separation, anxiety, behavioural issues and attachment issues leading to poor attendance. 5 of these children are PP. 1 of the children seen was a forces child who was not coping well with the possibility of her father going over-seas. The counselling had a profound effect and the child is now able to cope much more positively with the reality of being a forces child. Feedback from class teachers, parents and pupils show positive and successful outcomes for the majority of children (see case study and counsellor/parent notes)
Outside agency support such as the Psychology and Learning Service (for identified students with complex needs).	50% LSS time 25% EP time KS 1 cost £7344/12 x 2 = £1632 KS 2 cost £7244/9 x 6 = £2937	KS 1 and KS 2	6 PP children have accessed support from either a specialist teacher or the EP within KS 2. 2 pp children have accessed LSS support within KS 1. Progress for all 8 children has improved. In 2 cases EP support has been used to secure an EHC plan. (see data and LSS reports)
Nurture Hub- including staff training, resources	Training cost £500	KS 2	18 children, 6 who are PP, have accessed support from the hub either on a fulltime or part time basis. Reports from teachers,

	<p>Resources cost £3544 Staffing (HW) - £23004 (HT) £18360 Cost apportioned to PP children = £13594</p>		<p>parents and children show significant progress in both social and emotional needs and in the removal of barriers to learning (see parent/teacher comments and boxall assessments)</p>
<p>Set up of a dedicated pastoral team - cross site</p>	<p>2 TAs working full time on pastoral issues including time to talk £18360 x 2 Cost apportioned to PP children £9180</p>	<p>KS 1 and KS 2</p>	<p>There is now a dedicated pastoral team working across the site. The staff work with both children and parents.</p>
<p>Specialist TAs for SPLD, SP and L and OT</p>	<p>Cost of training and time working with children 1:1 Cost apportioned to PP children £11440</p>	<p>KS2</p>	<p>3 TAs have undertaken training to be able to use more specialist techniques in order to support our most in need children including the 7 children mentioned previously. This has had a positive effect on the emotional needs of all children mentioned. (see children and parent feedback)</p>
<p>Emotional First aid specialist teacher bought in part time –</p>	<p>£3000/9 x 6 =£1667</p>	<p>KS2</p>	<p>6 pp children have accessed this support. One of who was a school refuser and is now accessing school. One was supported to make a successful transition to secondary school. Teacher, parent and child have all been positive about the progress made and the positive outcomes developing. (see Practitioner notes/ parent/teacher and pupil feedback)</p>

Creative Curriculum – extended experiences for all	Challenger 8 pp Children = £2500	KS 2	5 pp children were able to take part in Challenger. This is a special organisation which aims to teach children key skills in communication, listening, following instructions and respect through a range of outdoor activities. It also aims to develop the pupils self-confidence and self-esteem. Both children were very positive about the experience and there has been an improvement in their behaviour (see pupil/teacher feedback)
Therapeutic trampolining	1*day teacher time 2 TA* 3hrs £9834 £1667	KS 1 and 2	6 PP children are able to participate in therapeutic trampolining for 1 afternoon on a weekly basis. The purpose of the course is to work on self – control, self esteem and self confidence. For children to gain a sense of achievement and to improve co-ordination and posture in some cases.
Additional non – contact for literacy and numeracy co-ordinator	1 day per for each co-ordinator KS 1 = £540 Ks 2 = £540	KS 1 and 2	Coordinators have time to assess PP children’s progress and work with other teachers to ensure best possible support and intervention is in place should it be needed. The majority of PP children make good progress in literacy and numeracy. (see KS 1 and 2 data analysis)
Enrichment activities and educational visits	Freestyle Friday cost = £4562/360 x 64 = £811	KS 2	All children were given the opportunity to take part in free style Friday activities. These are extra-curricular lessons that allow children to hone skills or develop new interests. Feedback form children and parents has been very positive. (see parent/pupil feedback)
Pupil progress leads for numeracy and literacy	Total cost of teacher time can	KS 1 and 2	Both teachers work part time and have supported 15 pp children, either 1:1 or in

	be apportioned to PP children £19669 £17394		small groups per week. The majority of these children made good progress within literacy and numeracy. (see data)
Speech and language therapist time.	Total cost = £5712 5* 1 hr per 2 weeks spent working with pp children cost = £3193	KS 1	The speech therapist works with children assessed as significantly behind in either speech or language development. Of these children 5 are pp children. These children have all been assessed as making good progress in this area. (see therapist notes/ teacher comments)
Lunchtime support and clubs for disadvantaged and emotionally vulnerable children	TA 1*hr per day s per = £1896 TA 2 hrs per week cost = £1045 TA 2 hrs per week= £1045	KS 1	Children that find un-supported times difficult were offered activities to interest them in small groups. An additional TA is available at lunchtimes to support play and to listen to children if they need to talk. (see pupil/ teacher feedback)
Senior leader time tracking assessment and reviewing interventions in place for closing the gap	KS 1 cost = salary/ 270 x 19 = £4940 KS 2 cost = salary/360 x 59 = £6883	KS 1 and KS 2	Allows clearer focus on improving teaching and learning through effective challenge and target setting for teachers. The aim is to sustain a trajectory of improvement by working closely with yr leaders and teachers through pupil progress meeting and provision mapping meetings. (see Ks 1 and 2 analysis and provision mapping)

Total spent (2015/16) = £113381

Total received (2015/16) = £113200

