



# **PARK WOOD SCHOOLS FEDERATION**

## **Pupil Premium Policy**

**Date:** September 2017  
**Approved by Governors:**  
**Persons Responsible:** Clare Cairns/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 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.

### **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.

<b>Report to Governors on the Implementation of the Pupil Premium Policy 2017</b>
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The School's work with disadvantaged children has led, in most cases to the sustained learning, development and well-being of individual pupils and is now embedded at all levels.

**Key Staff:**

- Lead pupil premium support – Mrs Clare Cairns, Deputy Head
- Disadvantage Lead for Numeracy– Mrs Helen Collins
- Disadvantage Lead for Literacy –Mrs Catherine Lynch

The Pupil Premium Policy was updated in September 2017 and is under review by staff and Governors.

**Number of Disadvantaged Pupils:**

	<b>2016/17</b>	<b>2017/18 Projected</b>
<b>EYFS</b>	2	3
<b>Yr 1</b>	3	4
<b>Yr 2</b>	9	9
<b>Yr 3</b>	13	9
<b>Yr 4</b>	5	14
<b>Yr 5</b>	16	8
<b>Yr 6</b>	15	16
	<u>63</u>	<u>63</u>
<b>% of School</b>	<b>10%</b>	<b>10%</b>

Over the past two years the number of pupils recognised as disadvantaged has reduced in the lower years. We believe this is because of the universal free school meals programme. As a school we have made a concerted effort to encourage parents to complete free school meal forms and this has started to see parents coming forward with 6 new children being added to the register in September.

The Pupil Premium grant is allocated by financial year, not school year. The grant is currently £1,320 per pupil of primary-school age who were eligible for free school meals at any point in the last 6 years and £1,900 per pupil for children who have left local authority care. Our total funding for the financial year 2017-18 was £86640. For the financial year 2018-19, PP funding is likely to be less as numbers decrease. The funding calculation is based on the number of children eligible for PP funding in the January before the start of the new financial year. The government stipulates that the PP grant may be spent in the following ways:

- for the purposes of the school i.e. for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

Throughout the year our key objective has continued to be to use the grant to narrow the gap between the attainment of children in this group and other children in the school. All staff are expected to make the needs of PP children a key focus and the teachers have a performance management target that focuses on attainment and progress for all with a particular focus on vulnerable children.

The children's attainment and progress is reviewed each term and discussed in team meetings so that intervention programmes can be adjusted in line with individual needs.

## **Progress and Achievement:**

The following information has been collated from Otrack Autumn data and teacher assessment information.

Year Group	<b>Reading</b> % pupil premium children making expected or better progress from their starting point	<b>Writing</b> % pupil premium children making expected or better progress from their starting point	<b>Maths</b> % pupil premium children making expected or better progress from their starting point
Year 1 (3 pupils)			
Year 2 (9 pupils)	89% have made expected progress	89% have made expected progress	100% all have made expected progress
Year 3 (13 pupils)	82% have made expected progress	82% have made expected progress	86% have made expected progress
Year 4 (5 pupils)	100% have made expected progress	100% have made expected progress	100% have made expected progress
Year 5 (16 pupils)	87% have made expected progress	89% have made expected progress	87% have made expected progress
Year 6 (15 pupils)	89% have made expected progress	89% have made expected progress	87% have made expected progress
<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>			
<b>In School Barriers</b>			
A.	Weakness in learning behaviours e.g. lack of independence or resilience		
B.	Social, emotional and behavioural problems affecting well-being and progress		
C.	Oral language skills and language development in Reception and KS 1 are lower for pupils eligible for PP. This slows reading/writing progress in subsequent years		
D.	Progress for middle attainers eligible for PP is not as strong as for other groups		
<b>External Barriers</b>			
A.	Circumstances in the home have an impact on the pupil's emotional well-being in school.		
B.	Absence and lateness		
C.	Pupils not accessing a wide range of learning opportunities outside of school		

**Desired Outcomes**

	Desired outcomes and how they will be measured	Success Criteria
A.	Improve language skills for pupils eligible for PP	Rapid progress is made in KS1 and continues into KS2
B.	Accelerated progress across KS2 for middle attaining pupils eligible for PP	Pupils identified as middle ability make as much progress as 'other' children
C.	Increased rates of attendance for pupils eligible for PP	Reduce the rate of persistent absentees among PP children
D.	Emotional issues of pupils will decrease and children will be less anxious	Fewer crisis or anxiety fuelled incidents recorded and children have greater resilience and emotional stability

## Record of PPG Spending by Item 2016/17

Item/Project	Cost	Year GP/KS	Outcome
A Part-time Counsellor In School	Total Cost = £13464	Whole site	12 children accessed counselling for issues including bereavement, parental separation, anxiety, behavioural issues and attachment issues leading to poor attendance. 7 of these children are PP. 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  = <b>£4569</b>	KS 1 and KS 2	8 PP children have accessed support from either a specialist teacher or the EP within school... 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 <b>£500</b> Resources cost <b>£3544</b> Staffing (HW) -£23004 (HT) £18360 Cost apportioned to PP children = <b>£13594</b>	KS 2	37 children, 18 who are PP, have accessed support from the hub either on a fulltime or part time basis. Reports from teachers, 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)
Dedicated pastoral team - cross site	2 TAs working part time on pastoral issues including time to talk £18360 x 2 Cost apportioned to PP children £9180	KS 1 and KS 2	There is now a dedicated pastoral team working across the site. The staff work with both children and parents.

Item/Project	Cost	Year GP/KS	Outcome
Emotional First aid specialist teacher bought in part time –	£3000/9 x 6 =£1667	KS2	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)
Therapeutic trampolining	1*day teacher time 2 TA* 3hrs £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.
Specialist literacy and numeracy teachers	2 day per week	KS 1 and 2	Teachers 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	Trips cost = £4562/360 x 64 = £811	Whole school	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. Feed-back form children and parents has been very positive. (see parent/pupil feedback)

Item/Project	Cost	Year GP/KS	Outcome
Speech and language therapist time.	Total cost = £5712 5* 1 hr per 2 weeks spent working with pp children cost = <b>£3193</b>	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 = <b>£1896</b> TA 2 hrs per week cost = <b>£1045</b> TA 2 hrs per week= <b>£1045</b>	Whole school	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)

Total cost = £87624

## **External Agencies:**

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's differing needs.

This year external Agency involvement has included:

- SEN outreach team from Dane Court Special School
- ASD outreach team from Malborough Special School
- Emotional First Aid Support – Medway SEND team
- Educational Psychology\* (EP)
  - *\*This becomes a traded service in 2017 which the School will now need to buy into.*
- Various branches of the Advisory Teaching Service i.e. *for Cognition and Learning, Communication and Interaction, Physical Disability and Visual Impairment*
- Speech and Language Therapy
- Physiotherapy
- NHS Occupational Therapy
- A contracted Speech and Language Therapist continues to work with statemented children
- School Nursing Service
- Children & Young People's Service (CYPS) for mental health – *formerly CaHMS*
- Social Services
- Early help team
- Challenger Troop
- Counselling