

## **THE PUPIL PREMIUM GRANT – HAREFIELD JUNIOR SCHOOL**

The following documents have been researched and have guided the best practice for Harefield Junior School:

- Ofsted – The Pupil Premium, Analysis and challenge tools for schools (January 2013)
- The Sutton Trust – Toolkit of Strategies to Improve Learning (May 2011)
- The Sutton Trust / Education Endowment Foundation – The Teaching and Learning Toolkit (July 2012)
- Ofsted – The Pupil Premium, How schools are spending the funding successfully to maximise achievement (2013)
- DfE – Policy Summary, pupil premium reviews (July 2013)
- Ofsted – The framework for school inspection (September 2013) + (January 2014)
- Ofsted – Subsidiary guidance, Supporting the inspection of maintained schools and academies
- Pupil Premium Grant – FAQs
- DfE – Download of Pupil Premium Allocation Data
- Forum Business Media – Pupil Premium Special Supplement
- Denbigh High School – Pupil Premium
- Ofsted – The Pupil Premium, How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils
- Ofsted – The framework for school inspection, September 2013 + (January 2014)
- Ofsted – Subsidiary guidance, September 2013 + (January 2014)

### **Introduction:**

The Pupil Premium was introduced in April 2011. The funding is for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces. The purpose of this funding is to help schools narrow the attainment gap that exists between pupils from disadvantaged and those from more affluent backgrounds.

### **At Harefield Junior School:**

- All pupils are equally valued, whatever their social disadvantage. There is a commitment to meeting the academic, social and pastoral needs of all pupils, equally. There will be no barriers to learning for any child
- A commitment to narrow the gap between the disadvantaged pupils and other pupils in the school.
- The use of RAISEonline; the FFT Dashboard; the school's internal tracking system, self-evaluation and the School Improvement Plan highlights the areas for monitoring/evaluation
- Compare our school with *National* Data as well as local
- The best use of allocation of the PPG views the needs of the specific individual child and family. However, the PPG may not cover all of their needs and the schools budget and additional areas of funding is used to ensure success.
- The school leaders will make transparent which areas will receive the PPG and why this decision was taken

- The school leaders will monitor the learning and progress of pupils eligible for the PPG by performance data
- School leaders know what they want to achieve from each of their interventions and evaluate progress thoroughly to make sure they are working.
- Build on success of these interventions
- Monitoring of strategies is ongoing and evaluated regularly. Should an outcome of an intervention not be as positive as hoped, the strategy is changed immediately to ensure a beneficial one is used that the pupils progress is achieved. This also ensures best value of the PPG.
- Ensure that poorer children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later
- Employ teachers with a good track record of working with disadvantaged pupils
- The use of feedback to pupils gives very high impact for low cost, improving learning outcomes in reading, mathematics and recall of information
- Peer Tutoring, used to supplement or enhance normal teaching (rather than replacing it). There is evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. High impact for low cost.
- Meta-cognition, which is particularly helpful for low achieving pupils and more effective in small groups. This is high impact for low cost.
- Phonics, used in the school. Moderate impact for very low cost.
- Teaching Assistants: Although previous research advised that there was very low/no impact for high costs this thinking must be challenged. The reason was because the TAs were not trained. Ofsted is clear that TAs need to understand their role, be well-trained and targeted at those classes most in need. Additionally changing their hours to help them plan approaches with teachers is important. Staff to have high expectations of all pupils and to monitor their progress, ensuring that planning and teaching is suitably differentiated. Behaviour is reported back to the class teacher.
- Governors to take part in the discussion of allocation of the PPG, receive reports on the use of this funding and question the outcome of strategies used.
- Information of spending is placed on the school's website.
- Teachers and TAs are aware of all children included in the PPG and monitor and report back on their progress

**The following offer targeted/specific programmes of assistance:**

- Intervention small group work with a teacher or TA
- The Marlborough Project – the Learning Mentor and External Advisor provide weekly small group work with disadvantaged families / Armed Forces family. This is very effective in building trust between parents and the school. Behaviour and Attendance has improved. This project is monitored and evaluated by questionnaires and data
- Attendance – The Learning Mentor and Welfare Officer visit homes on the first day of non-attendance for specific families
- Breakfast Club – offering a daily service of a nutritional meal to start the day (free of charge to FSM/Ever6 pupils).
- Various After-School Clubs. Parents have said that the sports and also martial arts clubs have brought positive behaviour at home. Behaviour is good at school
- Lunchtime homework club

- Lunchtime reading club
- Assistance with educational visits to ensure that no child loses out because of family hardship
- Assistance with the Year 6 School Journey to ensure that no child loses out because of family hardship
- Hot meals are being re-introduced in school.
- More able PPG children are identified and being 'stretched' to reach their potential

### Challenges:

- It has long been acknowledged that not all parents who are eligible for Free School Meals make a claim. This could be 'community/family pride' and a taboo subject. The school advises parents at meetings that all matters will be dealt with confidentially and that in this difficult economic environment, any family could find itself in this situation.
- The frustration that there are some children who could benefit from this grant but are excluded from the statistics because the above mentioned 'pride' takes them out of the official recognition. However, as a school, we (through a very sensitive radar) become aware of most of these families and ensure that the children are cared for.
- The new on-line electronic system is very challenging to parents who do not have a computer at home or find technology difficult. The school advises parents that they will assist them in this process and will do this for them. We welcome parents to the school.
- Because of the changing tax credit system, parents may no longer be eligible to claim for FSM. However, if they were ever on the system, then the Ever6 aspect would still enable PPG to be granted to schools.
- The parent/carer is advised that by making an application, this would bring financial benefits to the schools that would directly help their child. It is hope that our continuing and broadening encouragement to the parent/carer will lead to all signing up.
- To monitor PPG pupils to ensure that good progress continues with the aim for accelerated progress.

Our School Improvement Consultant asked - What is your evaluation of the achievement of vulnerable groups - *Pupil premium, SEND, EAL, EM, Most Able, Other significant pupil groups*. The response is:

<b>Pupil Premium Children</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6 APS and % 2 levels progress</b>
<b>Average APS Reading</b>	<b>19.25</b>	<b>21.4</b>	<b>23.5</b>	<b>28.9</b>
<b>Average APS Writing</b>	18	20.4	21.8	27.3
<b>Average APS Maths</b>	18.6	23.7	28.8	30.5

Use of this grant is reported to Governors, where decisions and questioning of the effective use of this fund takes place.