

## **PUPIL PREMIUM (PP)**

**For government guidance on the use of Pupil Premium go to the GOV.UK link provided here:**

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. We aim to ensure the effective use of the pupil premium.

To see the relative performance of disadvantaged pupils and their peers you can access the Performance Tables here: <https://www.compare-school-performance.service.gov.uk/>

### **Strategy for the use of Pupil Premium**

Our strategy for using Pupil Premium is to develop interventions that remove barriers to effective learning and accelerate the progress of disadvantaged pupils in all areas of learning, including academic, social and emotional. Many of our pupils arrive with significant language and literacy needs which must be addressed in order to develop effective independent learners. We are committed to every child becoming a reader, writer and or effective communicator.

A significant and growing barrier to learning relates to social, emotional and mental health issues. We believe in the value of learning mentors. Through the development of effective relationships, the time that pupils are disengaged from learning is reduced, increasing the opportunity to make accelerated progress.

Overtime, this commitment to remove barriers has led to the introduction and development of interventions that now include phonics, speech & language, dyslexia, mentoring, whole school approach to reading, writing & communication and achievement & inclusion. This approach reflects the need to be person-centred when making provision for intervention that is additional to the core local offer available to all pupils at the school.

Most pupils in our school have not been effective learners in their previous school, mainstream or other specialist school. The barriers to effective learning need to be identified and addressed. Our intervention package aims to address this issue and continues to be under review, making changes in response to evidence and need. Our spending intentions are detailed below.

We will measure the effect of Pupil Premium through the impact on progress, particularly in literacy and numeracy. We have introduced an assessment system for 2018-19 called DAPA which was developed by specialist schools in Dudley. We will work collaboratively with these schools to ensure the quality of the data we produce. This data will enable us to determine the progress of the individual and whether it is accelerating and how that progress compares with their peers who are not eligible for Pupil Premium. Other data will be used to provide further evidence of impact. Phonics progress is measured against Letters and Sounds Phase 1-6 criteria. Speech & Language progress is measured against targets set by the Speech & Language Therapist. Dyslexia progress will be measured against targets set by the specialist teacher. The impact of Mentoring and the interventions of the Achievement & Inclusion team will be measure through analysis of the data trends recorded in SIMS with other data from internal and external exclusions and the use of physical intervention as recorded in the Bound and Numbered Book (BANB).

The pupil strategy review will be carried out in the spring term 2019 and discussed, agreed and adopted at the Full Governing Body meeting scheduled to be held on Tuesday 12 March 2019.

### **Funding for financial year 2018 to 2019**

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Looked After Children (LAC)

Schools will receive £2,300 for any pupil:

- identified in the January 2018 [school census](#) as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding. Funding will be linked to targets set in the pupil's Personal Education Plan (PEP).

### **Pupil Premium 2018-19 allocations**

Primary: **£19,800** (15 out of 33 pupils; 45.5%)

Secondary: **£44,880** (48 out of 78 pupils; 61.5%)

Total: **£64,680** (63 out of 111 pupils; 56.8%)

These allocations will support the range of interventions we are able to offer during 2018-19, reflecting provision that spans the latter part of the academic year 2017-18 and the autumn and spring terms of 2018-19.

The interventions include:

- Phonics intervention
- Dyslexia intervention
- Speech & Language intervention
- Learning Mentors intervention
- Achievement & Inclusion (Previously Behaviour Support) intervention
- Whole school reading, writing and communication support

Each of these interventions are based on need and form part of our enhanced local offer. Our core local offer is based on our funding model provided by the local authority.

### **Phonics intervention**

Academic year 2017-18: Full time teacher and 0.6 Level 3 Teaching Assistant

Academic year 2018-19: Full time teacher and Level 3 Teaching Assistant

### **Dyslexia intervention**

Academic year 2017-18: 2 x specialist teacher 20% of timetable each

Academic year 2018-19: 1 x specialist teacher 20% of timetable

### **Speech & Language intervention**

Academic year 2017-18: Service Level Agreement (NHS) for additional weekly support from qualified Speech & Language Therapists (2) plus 0.8 Level 3 Teaching Assistant

Academic year 2018-19: Service Level Agreement (NHS) for additional weekly support from qualified Speech & Language Therapists (2) plus 0.8 Level 3 Teaching Assistant

### **Learning Mentors intervention**

Academic year 2017-18: 2 fulltime Learning Mentors + volunteer Learning Mentor

Academic year 2018-19: 3 fulltime Learning Mentors

### **Achievement & Inclusion (Previously Behaviour Support) intervention**

Academic year 2017-18: Fulltime Level 3 Teaching Assistant

Academic year 2018-19: Fulltime Level 3 Teaching Assistant

### **Whole school reading, writing and communication support**

Academic year 2017-18: Cost of phonics packs for pupils; renewal cost of Accelerated Reader program; cost of support for a member of staff to pursue NPQSL project focused on 'To raise reading ages in KS3/KS4 by 6 months through the development of strategic reading activities during form time.' Costs associated with assessing pupils referred for dyslexia intervention. Provision of in-service training to develop understanding, knowledge and use of phonics, comprehension, pre-teaching of subject specific vocabulary, Words First and Talk for Writing.

Academic year 2018-19: Cost of phonics packs, including in class resources to support the teaching of Phase 4 and Phase 5 developed by Phonics team; cost of dyslexia resources; cost of support for member of staff to complete NPQSL.

### **Planned interventions to be supported by Pupil Premium grant (2018-19)**

<b>Intervention</b>	<b>Cost (£)</b>
Phonics Teacher (fulltime)	£38,633.00
Phonics Level 3 Teaching Assistant (fulltime)	£16,636.23

Learning Mentor 1 (fulltime)	£33,136.00
Learning Mentor 2 (fulltime)	£27,179.59
Learning Mentor 3 (fulltime)	TBC
Achievement & Inclusion Level 3 Teaching Assistant (fulltime)	£19,231.09
Speech & Language Therapy Level 3 Teaching Assistant (0.8)	£15,993.31
SALT Service Level Agreement	£2,280.00
Dyslexia Teacher (0.2)	£8,558.22
Dyslexia Teacher's Final Year of Masters Course	£2,400.00
TOTAL COST (excluding on-costs)	TBC
TOTAL COST (including on-costs assuming 25%)	TBC

### Effect of Expenditure

Impact to be assessed throughout 2018-19 through our new assessment framework (DAPA) and other relevant assessment methods. The final review of the impact of interventions will be based on data available in July 2019 and reported in September 2019.

### PUPIL PREMIUM 2017-18

**Final Pupil Premium grant (2017-18): £58,775**

Intervention	Cost (£)
Phonics teacher (fulltime)	38,633.00
Phonics Level 3 Teaching Assistant (0.6 FTE)	6,425.64
Learning Mentor 1 (fulltime)	32,486.09
Learning Mentor 2 (fulltime)	26,099.36
Mentoring & Behaviour Support Level 3 Teaching Assistant (fulltime)	18257.56
Speech & Language Therapy Level 3 Teaching Assistant (fulltime)	19599.65
TOTAL COST (excluding on-costs)	141,501.30
TOTAL COST (including on-costs assuming 25%)	176,876.62

**Proportion of intervention expenditure met through Pupil Premium: 33.23%**

### Effect of Expenditure

The impact of interventions was primarily determined by data from Accelerated Reader's (RenLearning) assessment tool, STAR Reader.

**Year 7 (16 pupils; 5 pupils were unable to access STAR Reader; 12 FSM; 1 LAC; 3 non-PP).**

Overall progress in Reading Age (RA) based on STAR Reader produced an average of 0.7 (7 months). Average RA went up from 7.04 to 7.11. Average progress based on the form National Curriculum Levels (NCL) went up from 2b to 2a/3c. Average progress is judged to be at least good.

Not all pupils were able to access STAR Reader. 5 pupils could not. 4 were FSM and 1 was non-pupil premium. All 5 received 1:1 phonics intervention and or other support from SALT. 2 pupils were additionally supported by a Learning Mentor.

In September 2017 the RA range based on NCL was 1b-3a/4c. By July 2018 the range was 1b-4b.

The average scaled score (SS) in 2017-18 went up by +76 from 206-282. The SS range in September 2017 was 75-467 and by July 2018 it was 90-581.

The top 3 pupils in terms of SS progress were all on FSM.

The top 3 SS attaining pupils included 2 pupils on FSM. The top pupil was non-PP with a SS of 581 (NCL 4b). The next 2 achieved 487 (3a/4c) and 466 (3a/4c).

The 1 LAC pupil saw declining data on the basis of STAR Reader and a review of his support package will look at how we achieve an acceleration in progress. A degree of caution needs to be exercised because the mid-point data for this pupil showed strong progress (March 2018).

**Year 8 (8 pupils all able to access STAR Reader; 6 eligible to pupil premium (FSM); 2 non-PP).**

Average RA progress was 0.11 (11 months), rising from 8.07 to 9.06. NCL improved from 3b to 3a/4c. SS increase by an average of +110. Average progress is judged to be at least good.

The RA range in September 2017 was 6.06-11.06. By July 2018 it was 6.09-12.09.

The NCL range in September 2017 was 2b-4a/5c which was repeated in July 2018.

The SS range in September 2017 was 108-703 which became 138-851 by July 2018.

Attainment: The highest and lowest performers were non-PP. The FSM pupils occupied all other positions. During the 25 minute daily form reading session these pupils were supported by the English Lead who was doing a NPQSL project focused on improving RA measured by STAR reader through the development and use of comprehension activities. Such activities were provided across the Year7-11 forms and will continue to be additional support provided to accelerate reading progress in 2018-19.

Progress: the top 3 pupils in terms of SS progress were led by 2 pupils on FSM (+158, +154) with the highest achiever 3<sup>rd</sup> in terms of SS progress with +148.

**Year 9 (12 pupils, all access STAR Reader; 8 FSM; 1 LAC; 3 non-PP)**

RA average increase 0.08 (8 months) from 8.01-8.09.

NCL average increase from 2a/3c – 3b.

SS average increase +87 from 293-380.

Average progress is judged to be at least good.

Change in RA range between September 2017-July 2018 was 6.03-12.04 to 6.03-12.04.

Change in NCL range between September 2017-July 2018 was 1b-4a/5c to 1b-4a/5c.

Change in SS range between September 2017-July 2018 was 76-802 to 77-800.

Attainment: The highest achiever was non-PP (12.04; 4a/5c; 800) followed by 3 FSM pupils (10.10; 4b; 622), (10.06; 4b; 582) and (10.04; 4b; 559).

Progress: The 4 highest achievers were FSM pupils (+314 to 396), (+214 to 559), (+182 to 622) and (+126 to 494).

The LAC pupil made slight progress and is a low achiever based solely on STAR Reader. Despite this, the pupil has made significant progress against other measures and targets. This pupil receives significant 1:1 phonics and SALT support.

### **Year 10 (8 pupils, all access STAR Reader; 4 FSM, 1 LAC, 3 non-PP)**

RA average increase 0.04 (4 months) from 9.03-9.07.

NCL average increase from 3b – 3a/4c.

SS average increase +41 from 433-474.

Average progress is judged to be good. This is because 1 pupil had significant attendance issues and 3 pupils were not initially assessed until late in the autumn term following joining the school at this time or moving from a different class within the school.

Change in RA range between September 2017-July 2018 was 6.04-14.08 to 6.04-15.05.

Change in NCL range between September 2017-July 2018 remained at 1b-5b.

Change in SS range between September 2017-July 2018 was 88-1079 to 87-1166.

Attainment: The top 3 achievers were recipients of PP. The top 2 achievers were FSM pupils (15.05, 5b, 1166) and (14.04; 5b; 1042). The pupil who finished 3<sup>rd</sup> is a LAC pupil (9.04; 3b; 442).

Progress: The top 3 achievers were the same pupils who were the highest achievers but in reverse. The LAC pupil made the most progress (+181 to 442). The others achieved (+150 to 1042) and (+87 to 1166).

### **Year 11 (15 pupils; 4 FSM, 2 LAC, 9 non-PP)**

RA average increase 0.02 (2 months) from 9.03-9.05.

NCL average remained 3b.

SS average increase +23 from 433-456.

Change in RA range between September 2017-July 2018 was 6.05-13.11 to 7.07-13.00.

Change in NCL range between September 2017-July 2018 was 1a/2c-5b to 2b-4a/5c.

Change in SS range between September 2017-July 2018 was 104-986 to 239-878.

Attainment: The top 2 achievers are FSM pupils (13.00; 4a/5c/878) and (12.05; 4a/5c; 8.11). The 3<sup>rd</sup> highest achiever is non-PP (10.10; 4b; 618).

Progress: The 1<sup>st</sup> and 3<sup>rd</sup> highest achievers were non-PP (+177 to 618) and (+117 to 341). The 2<sup>nd</sup> highest achiever is a FSM pupil (+154 to 258).

The 2 LAC pupils progress and attainment will be reviewed and further support agreed.

**Primary (12 pupils; 9 access STAR Reader; 3 unable to access STAR Reader; 5 FSM; 7 non-PP).**

RA average progress 1.05 from 7.02-8.07.

NCL average progress from 2b-3b.

SS average progress +174 from 187-361.

Progress is judged as outstanding\* but we will explore the reliability of the data by cross reference with other measures of RA (i.e. Burt). Close monitoring of 2018-19 data will provide longer term trends that should iron out any anomalies.

Change in RA range between September 2017-May 2018 was (6.02-10.02) to (7.01-11.01\*/10.03).

Change in NCL range between September 2017-May 2018 was (1b-4b) to (2b-4b).

Change in SS range between September 2017-May 2018 was (67-543) to (183-657\*/555).

Attainment: The highest achiever's results (11.01; 4b; 657) are subject to review. This pupil is non-PP. The next 2 highest achievers are FSM pupils (10.03; 4b; 555) and (9.03; 3b; 439).

Progress: The highest achiever's result (+568 to 657) is subject to review. This pupil is non-PP. The next 2 highest achievers were also non-PP pupils (+247 to 314) and (+207 to 313).

### **Year 7 Literacy and Numeracy Catch-up Premium**

For further information see the GOV.UK link here: <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

The literacy and numeracy catch-up premium gives additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). All of our pupils did not achieve the expected standard in reading or maths at the end of KS2 in 2018. This was also the situation in 2017. Therefore, all Year 7 pupils qualify for the premium.

### **Funding allocation for 2018-19**

**Expected premium based on the number of pupils on the October 2018 census x £500**

**Number of pupils: 21**

**Expected premium: £10,500**

**How we intend to spend the allocation**

We intend to spend our allocation by using it to contribute to our range of relevant interventions. These include:

- Whole school daily reading/writing sessions (30 minutes per day)
- 1:1 phonics sessions for identified pupils
- Phonics packs to support daily reading/writing sessions (in class resource)
- Phonics packs for home
- Access to Phase 4 & Phase 5 phonics resource packs in class and provided to English Lead and Primary teachers
- Develop, supply and support Word First resources
- Renew Renaissance Learning agreement to enable access to Accelerated Reader and Accelerated Maths
- Continue to provide comprehension resources to support daily reading/writing sessions

### **Funding allocation 2017-18**

**Expected premium based on the number of pupils on the October 2018 census x £500**

**Number of pupils: 19**

**Expected premium: £9,500**

**How we spent the 2017-18 allocation**

<b>Intervention</b>	<b>Cost (£)</b>
<b>Phonics teacher (1:1) (fulltime)</b>	<b>38,633.00</b>
<b>Phonics Level 3 Teaching Assistant (0.6 FTE)</b>	<b>6,425.64</b>
<b>TOTAL COST (excluding on-costs)</b>	<b>45,058.64</b>
<b>TOTAL COST (including on-costs, assuming 25%)</b>	<b>56,323.30</b>

**Proportion of intervention expenditure met through Year 7 Literacy and Numeracy Catch-Up Premium was 16.87%.**

### **The difference to the attainment of pupils who benefit from the funding**

Funding particularly supported progress in reading but provision to enable progress in Maths was also put into place through the creation of 2 groups for a number of subjects, including English and Maths. This enabled better staff/pupil ratios.

Reading Age progress was primarily measured using STAR Reader which showed an average rate of progress as 7 months, rising from 7.04-7.11 between September 2017-July 2018. NCL progress went from 2b-2a/3c. The SS progress went up by +76 from 206-282. This average progress is judged to be at least good.

Maths progress was primarily measured using STAR Maths which showed 15% of pupils made above expected progress; 62% made expected progress and 23% made below expected progress. Overall, progress is judged to be good.