

Pupil Premium Funding

What is it?

Pupil Premium Funding is given to schools with the purpose of closing the attainment gap in between students from disadvantaged backgrounds and the rest of the school population.

To find out more about Pupil Premium Funding please look at these government web sites:

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

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-education-of-disadvantaged-children/2010-to-2015-government-policy-education-of-disadvantaged-children#appendix-1-service-premium>

The following extracts from “[Spending the pupil premium](#)” (The Key, updated Feb 2016) are also helpful in showing how the grant is allocated:

“A (DfE) representative explained that the pupil premium must be used to raise the attainment of eligible pupils, and to close the attainment gap between these pupils and others at the school.

However, as long as interventions funded by the pupil premium are demonstrably improving the performance of the pupils in receipt of the grant, schools may spend the money as they see fit.

Furthermore, schools do not need to spend an equal amount on each eligible child.”

“A spokesperson from the DfE explained that it is up to schools to decide how to spend the funding. He added, however, that the purpose of the grant is not only to “close the gap” between eligible pupils and their peers, but also to raise the attainment of disadvantaged pupils.”

“Another school leader asked us whether the pupil premium can be spent on activities that include children not eligible to receive the grant, or whether it must be spent on eligible pupils only.

A DfE representative told us:

The pupil premium can be spent on activities for all pupils provided that the primary purpose of the activity is to close the gap between disadvantaged pupils and their peers, and the school can demonstrate this. There is no minimum number of eligible pupils that need to be part of an activity in order for any spending of the grant to be valid.

However, it is not the intention that schools should redirect the pupil premium towards a different sub-set of pupils, such as those with special educational needs (SEN) or low attainers.”

“We also asked the DfE if the grant can be used to employ staff. A representative confirmed that schools can use the pupil premium to employ class teachers or support staff.

She explained that the classes or groups taught by these staff members do not have to include a specific percentage of pupils receiving the pupil premium, as long as the school can demonstrate that the money is being used to support the learning of eligible pupils and to narrow the attainment gap.”

Methods employed to make sustained improvements in the attainment of our disadvantaged pupils

At the Vale of Evesham School we use a wide range of interventions and provisions to support the learning of our pupils.

We have employed specialists to provide curriculum and skills support, for example music lessons, reading intervention, writing intervention, fitness intervention and maths intervention.

We have used specialists to address communication, access, cognition and engagement needs, for example music therapy, speech and language therapy, educational psychology, occupational therapy and physiotherapy.

Pupils who are on the autistic spectrum have benefited from sessions in our Autism Resource Centre and those with an addition diagnosis of Pathological Demand Avoidance (PDA) have accessed a programme of mentoring.

Some pupils have accessed the Pastoral Support Centre in order to develop their ability to manage their behaviour and solve problems independently.

Some pupils have e-readers or Kindles to support their literacy and independence.

The majority of these provisions and interventions are ongoing programmes developed within the school, meaning that support is less time-limited and impact is more likely to be felt when the students return to their regular lessons.

How these strategies have impacted on the achievement and wider development of pupils and our monitoring process:

The class teachers, subject teachers and the students themselves consider which interventions or provisions would have the biggest impact. They fill out an impact analysis spreadsheet where they give the reason for their choices. They decide what data set would give the best indication of success and set a target using this data set. Typically the data set would be related to pupil progression in academic areas, attendance or behaviour.

At the end of the year the staff “RAG” rate the outcome in relation to the target and reflect on its effectiveness.

The effectiveness across the school is monitored by comparing the pupil progression data in key subject strands for students in receipt of Pupil Premium with the whole school population. The results for 2013-14 were encouraging.

In 2014-15 we were able to target interventions more

Strengths and Weaknesses identified:

Strengths:

- Judgements are usually made against hard data.
- The data sets used are chosen (in advance) in order to reflect the nature of the intervention or provision.
- The educational decisions are being made by the staff that work closely with the pupils. These staff members have considerable expertise in assessment for learning.

- Some of the pupils play a role in decision-making.

Weaknesses:

- Sample sizes can sometimes be too small for reliable data analysis – soft data can be more reliable in these circumstances.
- For some of our pupils progress can be difficult to assess over short periods – in some cases the true impact of an intervention or provision may only be seen in a year or more.

Use of research, and/or working in collaboration with other partners, in order to develop the most effective strategies to improve outcomes for pupils

In weighing up how our Pupil Premium provision should develop we looked at the Teaching and Learning Toolkit produced by the Education Endowment Foundation and the Sutton Trust. It looks at the cost and impact on attainment of a wide range of interventions and provisions, and also grades the breadth of the evidence base for each approach.

This was useful, but did not fully inform our decisions for the following reasons:

- The study was intended for a mainstream audience
- The study looked at cost effectiveness for a school-wide provision, but some of our interventions are highly specific and targeted.

Collaboration across Advance Trust academies will enable good practice to be shared and innovation to continue.

Data analysis

Analysis of three sources of data has allowed the school to focus the plans for 2015 and beyond.

1 Pupil Progression

KS1-3 2016-17 data

	Units of Assessment above expected progression (average across the year group)																	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Writing - Composition	0.06	0.75	1.82	3.5	-0.42	-0.13	1.29	-0.12	-0.06	0	0.15	0.13	1.17	0.13	1.23	1.21	1.03	0.17
Reading	0.67	1.25	0.91	1.83	0.42	0.63	0.72	0.63	0.06	0	-0.19	-0.13	2.15	-0.13	2.27	2.46	1.16	0.72
Numbers	1.39	-0.25	1.35	4.5	0.75	-0.13	0.67	-0.25	0.33	-0.5	1.58	0.75	0.31	0.75	0.96	1.38	-0.06	0.11
SSM	0.11	0.25	0.31	1.83	0.75	0.38	-0.11	-0.5	0.78	0.25	1.88	0.88	1.12	0.88	0.73	0.58	0.41	-0.5
Listening	0.33	0	1.04	2.5	0.92	0.75	0.25	0	0.63	-0.25	0.81	1.25	1.08	1.25	1.58	1.71	1.19	0.72
Speaking	1.28	0.25	0.96	2.5	1	0.88	1	1.13	0.38	0	0.65	1.25	1	1.25	1.19	1.67	1.69	1.11
Science	0.11	-0.25	-2.45	-1.83	-1.67	-1	-0.31	-0.38	0.56	-0.25	0.62	0.88	0.58	0.88	-0.42	-0.54	-0.22	-0.33
Ave across subjects	0.56	0.29	0.56	2.12	0.25	0.2	0.5	-0.07	0.38	-0.1	0.78	1	1.05	0.72	0.58	1.21	0.74	0.29

These cohorts are very small so drawing a firm conclusion is problematic, however the data does demonstrate that students who qualify for PP grants do not make less progress across the school as a whole. The biggest progression gap is seen in Reading and Writing at Year 7. This gap is reversed in Speaking and Listening for the same cohort.

KS4 2016-17 data

	Below expected progress	Just below expected progress	Expected progress	Exceeding expected progress	Pupil Premium	Below expected progress	Just below expected progress	Expected progress	Exceeding expected progress
Students on PPQ Pathway (10)		14%	43%	43%	Students on PPQ Pathway		12%	44%	44%
Students on Entry Level Pathway: Eng (12)		8%	92%		Students on Entry Level Pathway: Eng		14%	86%	
Students on Entry Level Pathway: Maths (12)		38%	62%		Students on Entry Level Pathway: Maths		43%	57%	
Students on Entry Level Pathway: Sci (15)		7%	80%	13%	Students on Entry Level Pathway: Sci		17%	67%	17%

This data indicates that there is no significant progression gap in this key stage.

Historical data

2014-15	% achieving expected progression							
	KS1 (11)		KS2 (33)		KS3 (46)		KS4 (24)	
Strand	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	100%	64%	33%	43%	50%	46%	67%	65%
Writing	73%	75%	57%	58%	58%	57%	44%	53%
Number	100%	81%	67%	36%	33%	59%	55%	47%
	PP students are generally out-performing others.		There is a disparity in reading progression.		There is a disparity in Number. This is also seen in other maths strands.		Gap is closing in reading and writing.	

2013-14	% achieving expected progression <i>aspirational progression</i>							
	KS1 (13)		KS2 (35)		KS3 (35)		KS4 (24)	
Strand	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	83% 50%	100% 57%	35% 14%	33% 24%	81% 41%	69%	58% 33%	75% 50%
Writing	100% 50%	57% 14%	57% 29%	52% 38%	64% 36%	76% 23%	58% 25%	83% 33%
Number	50% 50%	71% 43%	38% 38%	57% 43%	59% 27%	76% 46%	75% 42%	75% 50%
	There is a disparity in Maths - it may not be statistically significant.		No major disparity		There is a disparity in Maths - it may not be statistically significant.		There is a significant disparity between PP and non-PP in Reading and Writing	

2. Attendance

Term	Ave % Attendance	
	PP	Non PP
Autumn 2016	94.26	90.69
Spring 2017	89.94	91.26
Summer 2017	92.77	92.47

2016-17: No significant gaps

3. Behavioural incidents

Term	Total number of sleuth incidents	
	PP	Non PP
Autumn 2013	614	420
Spring 2014	462	428
Summer 2014	361	291
Autumn 2014	727	717
Spring 2015	479	419
Summer 2015	547	622
Autumn 2016	581	1032
Spring 2017	514	844
Summer 2017	571	737

Term	Ave number of sleuth incidents per pupil	
	PP	Non PP
Autumn 2013	11	5
Spring 2014	8	5
Summer 2014	7	3
Autumn 2014	13	8
Spring 2015	9	5
Summer 2015	9	7
Autumn 2016	9	9
Spring 2017	10	9
Summer 2017	9	8

This suggests that the biggest gaps in attainment are in behaviour and literacy.

In response to this analysis the school will

- Maintain and develop the literacy intervention programmes
- Maintain and develop the Pastoral Support Centre provision.
- Introduce “THRIVE” - a scheme to monitor emotional development and identify strategies for addressing areas for development.
- Place communication as a focus in the School Improvement Plan, including a programme of staff development.
- Introduce the “Talkabout” in Key Stages 4 and 5. Talkabout is a social communication skills package which will address gaps in literacy and behaviour in Upper School.

Reflection on 2014-15

Pupils’ progress towards individual targets was recorded and RAG rated. The analysis shows 61% achieved and 33% made significant progress towards their target.

Sleuth data shows a narrowing of the gap in the average number of incidents per pupil during the year, although a gap is still seen. This remains a focus for the coming year.

2015-16

The Vale of Evesham School had 62 students who received Pupil Premium funding- 40% of the student body. The Pupil Premium funds totalled £77,000.

Planned spending for the year based in part on cost of provision in previous year was:

- Talkabout provision in KS4-5 £4000
- THRIVE provision KS1-5 £6000
- Autism Resource Centre £15000
- Pastoral Support Centre £2000
- Reading Intervention £2000
- Speech and Language Therapy £500
- Educational Psychologist £9000
- Other interventions (indicated by specific needs of individuals)

What we were aiming to achieve through using the funds in this way:

- PP pupils make significant progress in relation to individual targets
- As a school for there to be no gap between PP pupils and non-PP pupils in average number of incidents per pupil recorded using Sleuth (which records behaviour data)
- Progression gaps closed between PP pupils and non-PP pupils in Reading at Key Stages 2 and 4

Reflection on 2015-16

The interventions and initiatives were RAG rated for effectiveness in relation to the success criteria identified at the start of the year. This indicated that 55% of interventions were judged to have successful outcomes and 35% resulted in some improvement. 8% were judged to be ineffective.

We were really pleased with the early outcomes from the introduction of the THRIVE programme which, although it was a large investment in time and money addresses PP gaps in a highly personalised and targeted way.

The reading intervention was successful as shown through hard data and conversations with students who had been thoroughly enthused by reading as a result of the programme.

2016-17

The Vale of Evesham School has 54 students who receive Pupil Premium funding – 32% of the student body. The pupil Premium funds total £64010.

Planned areas for spending during the year:

- TALKABOUT provision in KS3, 4 and 5
- THRIVE provision KS1-5
- Autism Resource Centre KS1/2
- In class ARC provision KS3
- Reading intervention for identified students KS1-5
- Promotion of resilience and independence through residential visits (20% of PP fund for each student)
- Enhanced input relating to careers and transition guidance for PP+ students
- Pastoral support centre and PDA mentoring support
- E-safety pupil sessions and staff training for KS3-5
- Sexual health and well-being intervention
- Individualised programmes or interventions linked to an identified need

These spending plans reflect some of the areas for development suggested by our recent OFSTED inspection as well as conversations with other professionals in LAC meetings and Annual Reviews (promotion of resilience and independence through residential visits, e-safety).

We are also looking at how we can support our PP students by filling in for service that has been cut from other providers (sexual health and well-being intervention).

We are also continuing to maintain some of the interventions and programmes that have worked successfully in previous years (ARC, reading intervention, THRIVE, PSC).

2017-18

The Vale of Evesham has 59 students who receive Pupil Premium funding, 35% of the student body. Pupil Premium funds total £71,000.

This year we are planning to maintain programmes that have been successful in previous years – THRIVE, TALKABOUT, reading intervention, PSC, ARC (KS1&2). All these programmes address the areas which see the biggest gaps between students who qualify for PP and those who do not.

Last year PP funds allowed students to access residential trips to boost resilience and independence. These opportunities have drawn positive comments from students, parents, carers and virtual schools. We intend to continue this where funds allow.

E-safety, student mental wellbeing, sexual health and protective behaviour remain areas of concern that have a disproportionate impact on PP students. These areas will be targeted during the year across the school.

If you have any questions about how the Vale of Evesham School manages Pupil Premium funds please e-mail the school and I will respond to your queries.

David Short