

## Pupil Premium Policy 2016-17

**Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, and in the last three years have been successful in bridging the gap in the levels of attainment between FSM and non-FSM pupils.**

**While continuing this trend, we aim to:**

1. carefully 'ring fence' the funding so we focus our spending on the target group of pupils. Consideration of all children's starting points and our school's socio-economic status will also be taken into account, focusing on how we can minimise the impact of disadvantage on the learning journey of all pupils.
2. avoid confusing eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
3. thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why, using termly assessment data, teacher, parent and pupil voice
4. draw on research evidence (such as the Sutton Trust toolkit ) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have an impact on improving achievement.
5. understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
6. use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly
7. make sure that support staff are highly trained and understood their role in helping pupils to achieve
8. systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it
9. ensure that a designated senior leader has a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
10. ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
11. develop a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website
12. provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
13. thoroughly involve governors in the decision making and evaluation process
14. be able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our spending on the outcomes for pupils

## 2016-17 Pupil Premium Initiatives and Rationale

Year Group	Item/project	Cost	Objective/Description of activity	Outcome	Sutton Trust Toolkit Approach reference
<p><b>EYFS Funding</b> <b>Total: £3,840</b></p> <p>Overall the evidence suggests that early years and pre-school intervention is beneficial, with above average levels of impact (a typical impact of six additional month's progress).</p> <p>Currently, we have four pupils receiving pupil premium funding in EYFS.</p>					
Nursery (2 children)	Additional terms in Nursery (5 terms)	NA	Children were taken into Nursery two terms early. Gives children additional support to give pupils the best possible start to their learning journey- a rationale developed on the evidence of impact of 2 year old provision.	These pupils are now above National average and are doing exceptionally well.	Early Years Intervention
Nursery	Phonics training	2 staff members- 1 full day training each £200 cover £300 for course cost <b>£600 TOTAL</b>	As pupil premium pupils are already above National Average, in order to keep progress consistent, Nursery pupils will benefit from phonics trained staff to move learning on further in preparation for Reception.	Impact of phonics on reading to be analysed following training and implementation of small group sessions.	Early Years Intervention
Nursery	Home visits (available to all pupils including pupil premium due to the socio-economic status as a school)	Teacher out of class- 5 days £1200 (cover needed) Additional	Identify the setting and resources children have access to in their home setting. Reflect on this and direct resources to maximise opportunities for learning both on site, and at home.	Parents develop a close working relationship with nursery staff, maximising co-partnership for all stake holders to	Early Years Intervention

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		adult- <b>£1000</b> (cost may be reduced by allocating a cover TA from another area of the school)	To develop co-partnership with all parents of pupils of St. Edward's, providing 1:1 support to parents to maximise the potential for a smooth transition from home to formal school setting.	maximise learning opportunities for the pupils.  'Disadvantage' is identified early and responded to immediately.	
Nursery	Book club- free allocation of books to take home weekly	NA	All children provided with books weekly in Nursery to practise reading at home.	Children have access to high quality texts at an early age, promoting love of reading and application of reading skills used in nursery.	Early Years Intervention
Reception- current cohort (2 pupils)	Early Help offered Speech and Language therapy offered (provided by LCIS, Newham)	NA	Parent declined speech and language therapy.  To increase parent engagement, Early Help has been offered at hard to reach parents. Currently declined. Offer stays open and will be revised with parent in the Spring Term.	Harnessing parent engagement to identify interventions that meet the needs of the pupils and implement these.	Parental Involvement
<p><b>Key Stage One Funding</b> <b>£12,060</b></p> <p><b>Currently we have 9 pupils receiving pupil premium funding in Key Stage One.</b></p> <p><b>Autumn 2016 data shows all pupils in Year One meeting or exceeding in Reading, Maths and Grammar. Three pupils are underachieving in Writing. One pupil is emerging in all areas, with the exception of Maths where they are exceeding.</b></p> <p><b>In Year Two, all pupils apart from one are meeting and exceeding in most areas. One pupil is emerging in all areas. There are three teaching staff shared in Year Two with two additional adults within the year group.</b></p>					
Year One/ Two	Lexia programme	NA- This cost comes out of the Inclusion budget as it		All children on pupil premium funding will be meeting age	Phonics

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		also addresses the reading needs of the lowest attaining 20% in the cohort through additional sessions and home access.		related spelling expectations assessed through grammar termly assessment.  All PP pupils underachieving in writing make at least three levels of progress in writing, demonstrating accelerated progress, allowing gaps to close by the end of KS1.	
Year One/ Two	Phonics setting	NA	Children are set according to phonics knowledge	All children on pupil premium funding will be meeting age related spelling expectations assessed through grammar termly assessment.  All PP pupils underachieving in writing make at least three levels of progress in writing, demonstrating accelerated progress, allowing gaps to close by the end	Phonics

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				of KS1.	
Year One/ Two	Spelling – Lifeboat programme- in Summer term where progress is a concern	£2,500	2 x 20 minutes sessions per child with pupil premium funding that is underachieving in spelling- 5 pupils following ten sessions, assessed before looking at next intervention, if necessary. TA- 3 hours per week throughout academic year to close gaps between disadvantaged and rest of cohort.	All children on pupil premium funding will be meeting age related spelling expectations assessed through grammar termly assessment.  All PP pupils underachieving in writing make at least three levels of progress in writing, demonstrating accelerated progress, allowing gaps to close by the end of KS1.	One-to-one tuition
Year Two	Maths Therapy	£600	Small group sessions every week to reinforce whole class taught concepts and extend learning. These will be delivered to two pupils emerging in Maths in Year Two by an unqualified Teacher- (school direct trainee) in 2:1 ratio	All pupils receiving pupil premium funding will be at least meeting age related expectations at the end of Key Stage One.	One-to-one/ small group tuition
Year One and Two	Creative writing workshop with the poet Jared Louche, targeting those who are significantly below, with a narrow range of vocabulary.	£1800 (six week program taught one day per week)	Targeted pupils in Year One and Two Program to focus on idea generation, creativity and language development.  Use of assessment to identify	All PP pupils underachieving in writing make at least three levels of progress in writing, demonstrating	Arts Participation

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			area of focus	accelerated progress, allowing gaps to close by the end of KS2.	
<p><b>Lower Key Stage Two Funding</b>  <b>Total: £34,900</b></p> <p><b>Numbers of pupils receiving pupil premium funding are significantly higher in Key Stage Two. This correlates with the high mobility of Newham in the last two years, with many families being relocated outside of Newham. This however has not significantly affected the mobility of pupils already in attendance at St. Edward's.</b></p> <p><b>Autumn assessment analysis shows that All children in Year Three(14 pupils) that receive pupil premium funding are below age related expectations in Maths with the exception of two pupils.</b></p> <p><b>In writing, pupils all pupils are below age related expectations, although this is not yet a significant gap, and if progress is maintained, pupils will meet age related expectations by the end of the academic year, with the exception of one pupil who is significantly below.</b></p> <p><b>Almost half of pupils in Year Three are emerging in Reading.</b></p>					
Year Three and Year Four	Pupil premium Teaching Assistant to deliver interventions to accelerate progress of all pupils receiving pupil premium funding in Lower Key Stage Two every afternoon	£12,000	<p>Maths Therapy:  Reinforcing class concepts for 20 minutes per day, working in groups of 1/2/3 to extend the progress met during the lesson.  Lessons will be directed by class teachers, with close support offered by Phase Leader (also Pupil Premium Leader).</p>	<p>All pupils in Lower Key Stage Two that are currently emerging will be at least meeting age related expectations by the Summer Term.  Children that are meeting or exceeding, will sustain mastery in the subject in preparation for upper KS2.</p>	<p>One-to-one/ small group tuition  Teaching assistant-  “there is some evidence of greater impact when TAs are given a particular pedagogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support.” The Sutton Trust Toolkit, pg 27</p>
Year Three and Year Four	Homework club	£1, 500	<p>Homework completion has been lower amongst PP pupils than non- PP pupils this academic year.  All pupil premium pupils are offered homework club for one hour per week, where they can</p>	<p>With support, all pupils with pupil premium funding can complete homework and research using school resources,</p>	<p>Homework  “There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students’ attainment”  The Sutton Trust Toolkit, pg 13</p>

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			<p>complete homework with the support of a qualified teacher after school. Teacher will focus on promoting independence by providing short timely strategies</p>	<p>in preparation for Big Writing on Friday.</p> <p>Children reinforce Maths class learning through completion of homework, therefore increasing the potential to meet or exceed expectations by the end of the academic year.</p> <p>Parents will welcome additional support.</p>	
Year Three and Four	<p>Breakfast club for targeted children Afterschool club offered for targeted children- yet to be identified. This will be completed following teacher voice update</p>	<p>5 pupils x 5£ per day £1000</p>	<p>3 pupils in Year Three identified as benefactors from breakfast club 2 pupils in Year Four</p> <p>Children arrive to school on time.</p> <p>Children have had breakfast and begin the day with the best possible chance.</p> <p>Children have taken part in sports and art, areas where identified pupils excel, therefore helping children to start the day with a sense of success.</p>	<p>Late attendance is 0% for identified pupils at the end of the school year.</p> <p>Poor behaviour is reduced, particularly in the morning session. This will be measured by number of red forms given in the academic year, compared to previous year.</p>	<p>“Enrichment activities (such as sports or arts engagement) may have positive benefits on attitudes” Afterschool provision</p>

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Year Three and Four	<p>Enrichment Educational Visit</p> <p>In school art project, delivered to target children considered disadvantaged (arranged by Sophie Harmen in the Autumn term)</p>	2 per term £4800 plus cover costs	<p>Targeted pupils in Year Three and Four</p> <p>Clue quest visit</p> <p>Kidzania</p>	<p>Experience of using Maths and Logic in hands on experiences.</p> <p>Promoting a growth mindset amongst pupils that are disadvantaged</p> <p>Teacher and pupil voice to influence the choice of trips, and analyse pupil responses</p>	<p>Arts Participation</p> <p>“Overall the impact on academic learning tends to be low, though greater effects have been identified for younger learners of primary school age in terms of impact on cognitive tests. Wider benefits on attitudes and well-being have also consistently been reported.”</p> <p>The Sutton Trust Toolkit</p>
Year Three and Four	Creative writing workshop with the poet Jared Louche, targeting those who are significantly below, with a narrow range of vocabulary.	£1800 (six week program taught one day per week)	<p>Targeted pupils in Year Three and Four</p> <p>Program to focus on idea generation, creativity and language development.</p> <p>Use of assessment to identify area of focus</p>	All PP pupils underachieving in writing make at least three levels of progress in writing, demonstrating accelerated progress, allowing gaps to close by the end of KS2.	Arts Participation
Year Three and Four	Assistant Head teacher to support teachers in planning and teaching during the Spring Term	NA	This will focus on pupils that did not meet age related expectations at the end of KS1 and how KS2 can be differentiated to meet the needs of these pupils and close gaps by the end of KS2. To ensure progress made up to the end of KS2 is retained and sustained	Negative progress that has been identified in Autumn assessment is undone and PP that met end of KS1 age related expectations are at least meeting	“...understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate” Ofsted 2016

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			Areas of greatest focus will be identified with teachers on discussion during planning sessions.	age related expectations by the end of KS1.  Children that were exceeding (achieved greater depth) at the end of KS1 in 2016 data, are exceeding age related expectations at the end of Year Three.	
Year Three and Four	West Ham Football tutor: Jack 1:1 writing support provided for targeted pupils- Summer term	£2,800	Jack works in 1:1 or 2:1 in half hour slots with targeted children in Year Five and Six, editing and improving Big Writing outcomes with the support of the teacher's written feedback.	Children underachieving in writing make at least three levels of progress (accelerated) by the end of the academic year.  This is key if children in this cohort are to meet age related expectations at the end of KS2	One-to-one/ small group tuition Teaching assistant- "There is some evidence of greater impact when TAs are given a particular pedagogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support." The Sutton Trust Toolkit, pg 27
<b>Upper Key Stage Two Funding</b> <b>Total: £39,600</b> <b>Numbers of pupils receiving pupil premium funding are significantly higher in Key Stage Two. This correlates with the high mobility of Newham in the last two years, with many families being relocated outside of Newham. This however has not significantly affected the mobility of pupils already in attendance at St. Edward's.</b> All Pupil Premium pupils are emerging in writing in Year Five, and half are emerging in Year Six, with the rest meeting. Half of pupils in both year groups are emerging in reading. Grammar however is strong in both year groups.					
Year Five	Additional teacher allocated to Year Five to raise	£17,500	Year Five have been identified as a year group of concern since	Accelerated progress seen in	"when done successfully, benefits of reducing classes sizes to below 20 can be

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	attainment and close gaps between PP underachieving pupils and non PP children		<p>the end of Key Stage One.</p> <p>Pupil Premium children in particular are identified as underachieving, when compared with non-pupil premium children within the cohort.</p> <p>Interventions to close gaps identified at the end of Year Three have been narrowed in Year Four, though not significantly.</p>	<p>Year Four is sustained and further harnessed in Year Five.</p> <p>This is key if children in this cohort are to meet age related expectations at the end of KS2.</p>	<p>identified in the behaviour and attitudes of pupils as well as on attainment, and that these benefits persist for a number of years (from early primary school through to Key Stage 3)”</p> <p>Smaller classes will not make a difference to learning unless the teacher or pupils do something differently in the smaller class. It is likely that the increased choices the teacher has for grouping and organising learners combined with an increase in the quality or quantity of feedback pupils receive accounts for any gains.</p> <p>Deploying staff (including teaching assistants) so that teachers can work more intensively with smaller groups may be worth exploring.</p> <p>Reducing class sizes for younger children may provide longer term benefits. The Sutton Trust Toolkit, pg 23</p>
Year Five and Six	Additional experienced teacher to provide small group and 1:1 support to pupil premium children in the afternoon, directed by assessment and teacher assessment. This teacher provides support to SEN pupils also and targets children with gaps in their learning relative to their peers. PP children are given priority.	£17,500	<p>Year Five have been identified as a year group of concern since the end of Key Stage One.</p> <p>Half of Year Six pupils are not meeting age related expectations in writing and maths and so maths and writing therapy will be a focus for the Spring term.</p> <p>Pupil Premium children in particular are identified as underachieving, when compared with non-pupil</p>	<p>Accelerated progress seen in Year Four is sustained and further harnessed in Year Five.</p> <p>This is key if children in this cohort are to meet age related expectations at the end of KS2.</p>	

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			<p>premium children within the cohort.</p> <p>Interventions to close gaps identified at the end of Year Three have been narrowed in Year Four, though not significantly.</p>		
Year Five	Rome International trip November 2016	£8,000	<p>Pupil premium pupils have the opportunity to apply to take part in a yearly pilgrimage to Rome.</p> <p>Children with pupil premium funding will be given priority consideration when judging entries and will be supplemented with the cost.</p>	<p>Learning outside the classroom, bringing their faith to life and developing the child as a whole.</p> <p>Rome has curriculum links to Geography and History also.</p>	Arts participation
Year Five and Six	West Ham Football tutor: Jack 1:1 writing support provided for targeted pupils	£2,800	Jack works in 1:1 or 2:1 in half hour slots with targeted children in Year Five and Six, editing and improving Big Writing outcomes with the support of the teacher's written feedback.	<p>Children underachieving in writing make at least three levels of progress (accelerated) by the end of the academic year.</p> <p>This is key if children in this cohort are to meet age related expectations at the end of KS2</p>	<p>One-to-one/ small group tuition</p> <p>Teaching assistant- "there is some evidence of greater impact when TAs are given a particular pedagogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support." The Sutton Trust Toolkit, pg 27</p>
Year Six	Booster groups: Provided by	NA as this is	Teachers take a small group,	All children make	One-to- one/ small group tuition

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	Leadership Team and Teaching staff in Spring 2.	provided to all pupils in Year Six in preparation for SATS	tailored for their needs and rotate reading and maths bi weekly to revise concepts, knowledge and test strategy.	at least expected progress from their starting point on entry.  St. Edward's are significantly above National Expectations in all subjects at the end of Key Stage Two in attainment for PP children.  The gap between PP and-non-PP in writing is closed.	
Year Six	Additional teacher in the morning for core subjects	£12,000	All Year Six pupils are in groups of 20 or smaller, in sets for all core subjects.	All children make at least expected progress from their starting point on entry.  St. Edward's are significantly above National Expectations in all subjects at the end of Key Stage Two in attainment for PP children.  The gap between PP and-non-PP in writing is closed.	"when done successfully, benefits of reducing classes sizes to below 20 can be identified in the behaviour and attitudes of pupils as well as on attainment, and that these benefits persist for a number of years (from early primary school through to Key Stage 3)"  Smaller classes will not make a difference to learning unless the teacher or pupils do something differently in the smaller class. It is likely that the increased choices the teacher has for grouping and organising learners combined with an increase in the quality or quantity of feedback pupils receive accounts for any gains.  Deploying staff (including teaching assistants) so that teachers can work more intensively with smaller groups may be worth exploring.

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					Reducing class sizes for younger children may provide longer term benefits. The Sutton Trust Toolkit, pg 23
<b>Total pupil premium income: £90,400</b> <b>Total allocated spend to date: £89,400</b>					