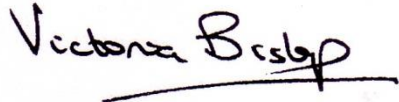




# Hatton Academies Trust

<b>Title</b>	<b>HAT Pupil Premium Policy</b>
<b>Reviewed</b>	<b>September 2018</b>
<b>Next Review</b>	<b>September 2019</b>
<b>Associated Policies</b>	<b>Equality</b>
<b>Originator</b>	<b>V Bishop N Salisbury</b>
<b>Approved</b>	

## Contents

1.The Pupil Premium: Information on the Grant Eligibility and Funding Amounts .....	4
1.1 Allocation .....	4
1.2 Spending the Grant .....	4
1.3 Publishing Information About Pupil Premium Spending .....	4
1.4 Early Years Pupil Premium .....	5
1.5 Eligible Groups and Allocation Amounts .....	5
2. Explanations of Categories .....	5
2.1 Ever 6 Free School Meals (FSM).....	5
2.3 Children Adopted From Care or Who Have Left Care .....	6
2.4 Ever 6 Service Child .....	6
2.5 Looked After Children .....	6
3.0. Pupil Premium Information: Publishing Requirements .....	7
3.0 How The Trust Will Make Decisions Regarding the Use of the Pupil Premium.....	7
4.0 Development of the Policy.....	8
5.0 Links to Other Policies and Documentation .....	9
6.0 Roles and Responsibilities .....	9
6.1 The Board of Directors.....	9
6.2 The Principal and the Academy Senior Leadership Team .....	9
6.3 Teaching and Support Staff .....	10
7. Advice from OFSTED.....	10
7.1 Characteristics of Successful Strategies .....	11
7.2 Demonstrating Impact.....	11
7.3 Less Successful Approaches:.....	11
Appendix 1. Pupil Premium Strategy Statement (Primary) .....	13

Appendix 2. Pupil premium strategy statement: primary schools, completed example based on fictitious school..... 18

Appendix 3. Pupil premium strategy statement (secondary)..... 25

Appendix 4. Example Pupil premium strategy statement for Chadwick High School ..... 29

Appendix 5. Pupil Premium Grant Expenditure: Template for Report to Parents ..... 39

## **1.The Pupil Premium: Information on the Grant Eligibility and Funding Amounts**

The pupil premium is a grant given to schools and academies to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents serving in the armed forces. Schools receive money for each pupil of compulsory school age who fits the eligibility criteria. There are five categories of eligibility, with different amounts of funding attached.

### **1.1 Allocation**

The grant is allocated in line with the DFE financial year, which begins in April and NOT the Trust's financial year which commences in September. Allocations are based on data from the previous January census. If an eligible pupil joins after this census, the school will not receive their allocation until the following year. Academies receive the funding directly from the Education and Skills Funding Agency. All schools receive quarterly instalments.

Pupil premium funding for looked-after children (LAC) is not initially allocated to Academies but to the virtual school head in the LA, who works with schools to decide how it will be spent. In some instances, the LA may choose to allocate funding to Academies directly.

Where funding is paid directly to an academy, this funding must be treated as being ring fenced to be spent on activities benefitting the specific child.

### **1.2 Spending the Grant**

Schools can spend the grant as they see fit, if it is to demonstrably improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or fund interventions that benefit only eligible pupils. However, the grant should not fund free school meals. LAC funding allocated for a specific child must only be spent on that child.

### **1.3 Publishing Information About Pupil Premium Spending**

Maintained schools and academies must publish pupil premium information on their websites. For the **previous academic year**, they must set out how the pupil premium allocation was spent, and its impact on eligible and other pupils.

For the **current academic year**, they must publish a strategy setting out:

- The amount of the school's pupil premium allocation
- The main barriers to educational achievement for eligible pupils, how the grant will be spent to address these barriers, the reasons for this approach and how impact will be measured

- The date of the school's next review of its pupil premium strategy

## 1.4 Early Years Pupil Premium

The early years pupil premium (EYPP) is for disadvantaged children aged 3 and 4 years old. All providers who are eligible to receive early education funding are also eligible to receive the EYPP.

## 1.5 Eligible Groups and Allocation Amounts

The following categories of 'disadvantaged pupils' are eligible for pupil premium funding:

The PPG per pupil for 2018 to 2019 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
<b>Service children</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

A school's grant allocations are based on the number of eligible pupils recorded on the January 2018 census.

## 2. Explanations of Categories

### 2.1 Ever 6 Free School Meals (FSM)

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.

### **2.3 Children Adopted From Care or Who Have Left Care**

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

### **2.4 Ever 6 Service Child**

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.

This means that pupils who were recorded as eligible for FSM on any termly census since May 2012, including the January 2017 school census, are 'ever 6 FSM' pupils.

There is no minimum amount of time a pupil needs to receive FSM to be eligible for pupil premium funding.

### **2.5 Looked After Children**

DfE will allocate to local authorities a provisional amount of £2,300 per child looked after for at least one day, as recorded in the March 2017 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2016.

DfE will update and finalise this allocation in December 2018 based on the number of children looked after for at least one day during the year ending March 2018, as recorded in the March 2018

### **3.0. Pupil Premium Information: Publishing Requirements**

The School Information (England) (Amendment) Regulations 2016 say that, as of 1 September 2016, maintained schools and academies must publish certain information online relating to the pupil premium grant.

Academies and schools must publish, in relation to the previous academic year:

A summary of the barriers to educational achievement

- Details of how the pupil premium allocation was spent
- Information on the impact of that expenditure on eligible and other pupils

In relation to the current academic year, schools must publish:

- The amount of the school's anticipated pupil premium allocation
- A summary of the main barriers to educational achievement faced by eligible pupils at the school
- How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach
- How the school is to measure the impact and effect of its expenditure of the pupil premium allocation
- The date of the school's next review of its pupil premium strategy

### **3.0 How The Trust Will Make Decisions Regarding the Use of the Pupil Premium**

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our academies is used primarily for its intended purpose.
- Use the latest evidence based research on proven strategies which work to close the attainment gaps and adapt these where necessary to meet the needs of our students.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognize the vital role that parents and carers play in the lives of their children.

- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Pupil Premium by the academy senior leaders and the CEO on behalf of the Board of Directors.
- Recognise the fact that pupil premium students are now a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take the group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to close the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our students who need additional support in a limited way.
- Use the Pupil Premium for all year groups not just those taking examinations or external assessments at the end of the year.

#### **4.0 Development of the Policy**

This policy has been developed in consultation with our students, staff, Board of Directors and parents/carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our trust academies.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED).

Students that are:

- Especially minority ethnic,
- English as an additional language (EAL),
- Special Educational Needs
- Students with disabilities

can suffer from higher rates of disadvantage, and therefore they may have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.



## **5.0 Links to Other Policies and Documentation**

This policy is the key document outlining our approach to closing the gaps in attainment and achievement for our disadvantaged students. We will, however, ensure that information about our responsibilities under the Equality Act 2010 for other students for whom closing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents. Such documents include our academy development plans, self- evaluation reviews, the academy prospectus, websites and newsletters.

## **6.0 Roles and Responsibilities**

We expect all members of our Trust and academy communities, particularly staff and the Board of Directors, to be committed to raising standards and closing the attainment gaps for our disadvantaged students.

### **6.1 The Board of Directors**

The CEO will monitor the work with pupil premium pupils on behalf of the Board and report to the Board at least annually. This will include the annual report and website report to parents which should be completed by the end of September in the following academic year. This will be supported by the Head of Primary Education for the Trust primary academies.

### **6.2 The Principal and the Academy Senior Leadership Team**

The Principal together with the Senior Leadership Team are responsible for implementing this policy within their Academy. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate student's progress and attainment. Through performance management arrangements, they will make sure closing the gaps is a priority area of focus for the academy.

It will be the responsibility of the Principal to include the following information in the **annual report for the Board of Directors**:

- the progress made towards closing the gap, by year group, for disadvantaged students
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

This should be completed using the relevant pro-forma in Appendix 5.

At the start of each academic year, the Principal will ensure that there is an **annual statement to parents** on how the Pupil Premium funding has been used to address the issue of closing the gaps in the academy during the previous academic year and the impact this has had. This **annual report to parents** should be placed on the Academy and Trust websites and kept up to date. The Pro-forma in Appendix 5 should be used.

The Principal may delegate day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. The delegated SLT lead is up to date with the informed knowledge of evidence based research of 'what works' and 'how' this works in closing the gaps. They know how to customise this research to fit the needs of our students and school context.

The Academy Business/Office Managers will work alongside the Principal to monitor the use of the Pupil Premium on an annual basis to track the allocation and use of Pupil Premium funding. They also check to see that it is providing value for money.

### **6.3 Teaching and Support Staff**

Teaching and support staff will

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed and improvements maintained,
- support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up-to-date with teaching strategies and research, which have a proven track record in closing the gaps in attainment and achievement,

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and close the gaps.

## **7. Advice from OFSTED**

The Trust will work in accordance with the Ofsted Advice detailed below.

## 7.1 Characteristics of Successful Strategies

Schools that have spent pupil premium funding successfully to improve achievement and narrow the gap:

- Never confused eligibility for the pupil premium with low ability
- Did not rely on interventions to compensate for less than good teaching
- Tracked and monitored achievement data to check progress and if any interventions were working- and then made adjustments
- Ensured that the allocation and spending of the pupil premium was given high priority in terms of staffing.

They...

- Ensured that a designated senior leader had a clear overview of how the funding was allocated and what difference it was making
- Ensured that all teachers knew which pupils were eligible so that they could take responsibility for accelerating their progress
- Made sure that support staff (particularly teaching assistants), were highly trained and understood their role in helping pupils to achieve
- Thoroughly involved the Directors in the process.

## 7.2 Demonstrating Impact

- End of key stage data and other national benchmarks (e.g. year 1 phonics) compare favorably with national data for other pupils in all subjects
- Diminishing differences over time are shown in **ISDR** for different abilities, including the most-able disadvantaged.
- School's own information and work in pupils' books demonstrate good progress for current disadvantaged pupils
- Case studies outline the additional provision in place and the difference this is making (progress and barrier being overcome)
- Attendance is improving or being maintained at least in line with the national average
- Personal development, wellbeing and behaviour are good and exclusion figures are below national average.

## 7.3 Less Successful Approaches:

- Spending the funding indiscriminately on teaching assistants with little impact and not managing their performance well
- Spending the funding on one to one tuition and booster classes- that go on forever- and do not relate to class teaching- and are not audited or quality assured
- Planning spending in isolation- not part of the school's action plan
- Assuming that pupils eligible for the pupil premium will have learning difficulties

- Comparing the performance of pupils eligible for the pupil premium with other eligible pupils nationally, rather than all pupils and so lowering expectations.

An illustrative example of a completed primary template is available at: <http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/>

## Appendix 1. Pupil Premium Strategy Statement (Primary)

1. Summary information			
School			
Academic Year	Total PP budget		Date of most recent PP Review
Total number of pupils	Use measures that replace levels.	PP	Date for next internal review of this strategy

As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		
% making progress in writing		
% making progress in maths		%

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance

Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in-school</i> )	
A.	
B.	
C.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>		
<b>B.</b>		
<b>C.</b>		
<b>D.</b>		

## 5. Planned expenditure

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					

### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

**Total budgeted cost**



<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<p>This is a review of the previous year, so the outcomes and success criteria will be different to above.</p> <p>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</p>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
			<p>Lessons learned may be about impact or implementation.</p> <p>For approaches which did not meet their success criteria, it is important</p>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>7. Additional detail</b>
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>

## Appendix 2. Pupil premium strategy statement: primary schools, completed example based on fictitious school

8. Summary information					
<b>School</b>	As part of your full strategy you will also wish to <b>consider results for specific groups of pupils</b> (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£70,000	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	247	<b>Number of pupils eligible for PP</b>	63	<b>Date for next internal review of this strategy</b>	Jan 2017

9. Current attainment		
	Use measures that replace levels.	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	71%	75%
<b>% making progress in reading</b>	87%	92%
<b>% making progress in writing</b>	91%	95%
<b>% making progress in maths</b>	85%	91%

10. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>C.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>D.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

<b>D.</b>	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
<b>11. Desired outcomes</b>	It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.	Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>E.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>F.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>G.</b>	Behavioural issues of Year 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>H.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

## 12. Planned expenditure

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in Reception  B. Improved progress for high attaining pupils	Staff training on high quality feedback.  Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness.  Use INSET days to deliver training.  Peer observation of attendees' classes after the course, to embed learning (no assessment).  Lessons from training embedded in school feedback policy.	Deputy Head	Jan 2017
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness.  Use INSET days to deliver training.  Peer observation of attendees' classes after the course, to embed learning (no assessment).	English lead	Jan 2017
<b>Total budgeted cost</b>					£15,000

### v. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Improved oral language skills in reception	121 and small group provision of Nuffield Early Language Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017
B. Improved progress for high attaining pupils					
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator.  Teaching assistant (TA) CPD for TAs supporting the sessions.	Pupil Premium Coordinator	Mar 2017
<b>Total budgeted cost</b>					£25,000

#### vi. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues.  PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2017
C. Problem behaviour in Year 6 addressed	Identify a targeted behaviour intervention for identified students.  Use support worker to engage with parents before intervention begins.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Year 6 teachers	Jun 2017

	Develop restorative approaches and focus on positive behaviours.		Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.		
<b>Total budgeted cost</b>					£30,000

13. Review of expenditure				
Previous Academic Year		iv. Quality of teaching for all		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment cross-circular	Staff sent on external 'growth mind-set' course	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. But Progress 8 data shows that PP students did not make expected progress.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050
v. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 6 literacy results	One to one tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 13 pupils. £20,150.
vi. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain progress for high ability pupils over summer.	Summer school programme for high ability PP pupils.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 21 pupils. £26,460.

This is a review of the previous year, so the outcomes and success criteria will be different to above.

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation.

For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

14. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)



### Appendix 3. Pupil premium strategy statement (secondary)

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

1. Summary information				
School				
Academic Year		Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)		64.7%
% achieving expected progress in English / Maths (2015-16 only)	/	75.8% / 73.4%
Progress 8 score average		0.12
Attainment 8 score average		52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	
B.	
C.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

Identify barriers that need to be addressed in-school, as well as external factors such as poor home learning environment and low attendance.

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.		
B.		
C.		
D.		

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

**5. Planned expenditure**

Academic year

You may have more than one action/approach for each desired

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
				<b>Total budgeted cost</b>	

Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
				<b>Total budgeted cost</b>	

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
				<b>Total budgeted cost</b>	

6. Review of expenditure				
Previous Academic Year		Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.		Lessons learned may be about impact or implementation.
vii. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.				
viii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ix. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

#### Appendix 4. Example Pupil premium strategy statement for Chadwick High School

15. Summary information					
School	Chadwick High School				
Academic Year	2016/17	Total PP budget	£25,830.00 (April 2016 – March 2017)	Date of most recent PP Review	n/a
Total number of pupils	63 (Oct 2016)	Number of pupils eligible for PP	38 (Oct 2016)	Date for next internal review of this strategy	Jan 2017

16. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)		64.7%
% achieving expected progress in English / Maths (2015/16 only)		75.8%/ 73.4%
Progress 8 score average (from 2016/17)		0.12
Attainment 8 score average (from 2016/17)		5

17. Barriers to future attainment (for pupils eligible for PP including high ability)
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>

<b>E.</b>	Literacy and Numeracy skills:	
<b>F.</b>	Social emotional / behavioural skills	
<b>C.</b>	Dis engagement from education	
<b>D.</b>	Poor home learning environments	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
	Attendance rates	
	Uniform	
<b>18. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>I.</b>	PP pupils to make expected progress in line with baseline assessments in Literacy and Numeracy	Tracking data; GCSE and equivalent examination results
<b>J.</b>	PP pupils to achieve in line with non PP pupils	Tracking data; GCSE and equivalent examination results
<b>K.</b>	Increased attendance rates for pupils eligible for PP	Improved rates of attendance in line with other pupils
<b>L.</b>	Improved engagement with education	Improved rates of attendance

**Planned expenditure****Academic year****2016/17**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**Quality of teaching for all****Desired outcome****Chosen action/approach****What is the evidence and rationale for this choice?****How will you ensure it is implemented well?****Staff lead****When will you review implementation?**

<b>A: PP pupils to make expected progress in line with baseline assessments in Literacy and Numeracy</b>	<b>Targeted 1:1 intervention</b>	<p>A data report by Education Works highlights significant gains in the reading and comprehension of 1498 pupils following a 10 week BRP (Boosting Reading Potential) intervention programme.</p> <p>The Education Standards Research Team report (Nov 2012) describes early targeted 1:1 intervention with a specialist Maths teacher as being the most beneficial.</p>	<p>BRP through the delivery of the 'Better Reading Partnership' by English/Literacy Lead person. The effectiveness will be measured by an improvement in WRAT score (from 85 or below).</p> <p>Timetabled whole school literacy strategies, including IDL (Indirect Dyslexia Learning) and ERIC (Everyone Reading in Class) will support this intervention.</p>	<b>SR / CO / JM / AB / AA</b>	<b>Ongoing and following each 6-10 week intervention.</b>
	<b>Staff training re whole school Literacy Policy</b>	<p>Extended writing opportunities to be developed across the curriculum.</p>	<p>CO to oversee implementation of Literacy Policy.</p>	<b>CO</b>	<b>Termly</b>
<b>B. PP Pupils to achieve in line with non PP pupils</b>	<b>Whole school PP training.</b>	<p>Increase awareness of PP pupils and possible teaching strategies to support their progress.</p>	<p>PP pupils and their individual needs highlighted on context sheets.</p>	<b>SR/ all staff</b>	<b>Termly</b>



<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. PP pupils to make expected progress in line with baseline assessments in Literacy and Numeracy</b>	<b>1:1 targeted intervention</b>	<b>Some of the students need targeted literacy support to catch up or for greater challenge. This is a programme which has been independently evaluated and shown to be effective in other schools.</b>	<b>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</b>  <b>Data tracking of these students to show impact of the programme.</b>	<b>SR</b>	<b>July 2017</b>
<b>B. PP Pupils to achieve in line with non PP pupils</b>	<b>1:1 targeted Science intervention</b>	<b>Science intervention that focuses on developing independent thinking, particularly through planning, monitoring and evaluating (such as in scientific investigations) can have a high impact on pupil's learning. This is</b>	<b>Specialist Science teachers to plan and implement targeted 1:1 interventions. To prioritise PP pupils including lower ability pupils requiring further support and gifted and talented pupils who need further challenge.</b>	<b>SR/ BM</b>	<b>Ongoing and following each 6-10 week intervention.</b>

<p><b>C: Increased attendance rates for PP Pupils</b></p>	<p>Pupils have individual attendance target which is reviewed every two weeks</p> <p>Rewarding of achievement of</p>	<p>NFER research identifies attendance as a key factor.</p>	<p>Attendance targets are displayed in form classrooms. Positive rewarding for good levels of attendance.</p> <p>Same day calls and follow-up procedures consistently implemented.</p>	<p>PC / CM</p>	<p>July 2017</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>C. Increased attendance rates for PP pupils</b></p>	<p><b>School absence RAG rating</b></p> <p><b>PC home visits</b></p>	<p><b>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</b></p>	<p><b>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</b></p> <p><b>Attendance and progress discussed at least fortnightly with PP Coordinator.</b></p> <p><b>Letters about attendance to parents / guardians.</b></p>	<p><b>PC / SR</b></p>	<p><b>July 2017</b></p>
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<b>D: Improved engagement with education</b>	<b>Assessment of need completed every term by Form tutors / TA's</b>	<b>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</b>	<b>Ensure identification of pupils is fair, transparent and properly recorded.</b>	<b>All staff</b>	<b>Termly</b>
	<b>Range of Extra-curricular activities</b>		<b>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</b>		
	<b>Aspirational visits to a University in collaboration with YPS</b>	<b>Widening Participation (WP) to higher education is a strategic priority for the UK and Scottish governments and the higher education sector in general.</b>	<b>Ensure identification of pupils is fair, transparent and prioritises gifted and talented pupils.</b>		
		<b>WP aims to address the discrepancies in the take-up of higher education opportunities between different social groups.</b>		<b>YPS / SR</b>	<b>Termly</b>
<b>Total budgeted cost</b>					

<b>19. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2015 - 2016</b>

<b>x. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attainment across the curriculum	PP Staff Handbook INSET training re strategies and evidence: EEF	PP pupils achieved better than non-PP pupils in external examinations.  Success criteria: met.	PP Staff Handbook updated and provided to all staff for 2016/2017.  PP INSET training increased awareness amongst staff and offered further ideas and strategies – to continue with this approach. INSET training revised and delivered September 2016.	Photocopying
<b>xi. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved Literacy	One to one tuition delivered by qualified teacher  IDL	High: observed increased progress amongst participating children  Progress made where intervention has been consistent (through improved IDL scores).  Examination data 2016 demonstrates greater progress in PP pupils compared to non-PP pupils.	This seemed to be most effective when the focus area was determined by the class teachers based on their observations of the pupil. We will continue next year.  Consistency across the whole school, to continue next year.	Staff for 1:1 intervention
<b>xii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on	<b>Lessons learned</b>	<b>Cost</b>

		pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Improved attendance	<p>1:1 educational provision for pupils who would otherwise not attend.</p> <p>Provide bus fares and uniform.</p> <p>Extra-curricular provision – Beauty, Boxing, Gym membership.</p>	<p>Progress made where sessions have been attended (report from tutors). For some pupils this intervention has supported their return to school.</p> <p>Improved attendance. Improved independence and confidence. Vulnerable children felt supported and less alienated from their peers.</p> <p>Positive feedback from pupils who learnt new skills.</p>	<p>This will continue to be reviewed.</p> <p>Disadvantaged pupils need to feel supported to attend school. This will continue where needed.</p>	<p>Tutor fees</p> <p>Bus fares, uniform</p>
Pupils to feel supported in their progression to future careers or further education.	Employ Mploy Solutions to arrange work experience and careers support for pupils.	Positive feedback from pupils who attended work experience placements. Some pupils gained further work opportunities at their placement.	Pupils felt more confident and prepared for working life.	Mploy Solutions

## 20. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

PP Panel Meeting notes  
PP File  
PP Report to Governors June 2016

## Appendix 5. Pupil Premium Grant Expenditure: Template for Report to Parents

Number of pupils and pupil premium grant (PPG) received	
Total Number of Pupils on Roll	
Total Number of Pupils Eligible for PPG	e.g. 15 pupils in years 3 to 6
Amount of PPG received per Pupil	
<b>TOTAL AMOUNT OF PPG RECEIVED</b>	

Nature of support
<i>e.g. Additional support from teaching assistants in the classroom, small-group tuition, a specific homework group, etc.</i>

### Curriculum focus of PPG spending

*e.g. Supporting seven pupils in mathematics, with a focus on number work.*

### Measuring the impact of PPG spending

*e.g. The school will evaluate the impact of each pupil at the end of the autumn term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.*