

Research background to our use of Pupil Premium Funding 2016-2017

Using The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' By Professor Steve Higgins Durham University, Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University
The Leadership Team intend to allocate pupil premium funding in the following way.

Back ground research

The Sutton Trust research built upon the work of John Hattie and demonstrated clearly that different types of intervention had different levels of impact on pupil attainment and progress. The Sutton Trust Toolkit (<https://educationendowmentfoundation.org.uk/toolkit/>) shows that the most successful strategies in terms of improving learning gains are:

Effective feedback

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Average Impact: +8 months

Meta-cognition and self-regulation strategies

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

Average Impact: +8 months

As a result of this research evidence, the school has sought training for Assessment for Learning to work with the classroom based staff to improve the quality of feedback, questioning, pupil self-regulation and peer to peer support. This work will commence in May 2016 and will continue throughout academic year 2016-2017. The new Deputy Headteacher and Headteacher intend to attend national training and implement local initiatives.

The pupil premium governor is Mrs Anne Kelly and she checks on the progress of our pupil premium strategies with the headteacher on a termly basis. Both the headteacher and Mrs Anne Kelly then report back to the Full Governing Body on the success of our strategies in raising the attainment and maximising the progress of Pupil Premium children.

Pupil Premium (PP) Spend and Impact Record - Academic Year 2016-17

Indicative Pupil Premium Grant = £78,760

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	Cost	What is the net impact on pupil attainment and progress?
Prime whole school strategy	We want to ensure that we are maximising progress by employing the most effective strategies within the Pupil Premium toolkit.	Re audit the PPG March 2016 Audit of Assessment for Learning strategies. Training day for teaching staff on strategies for AfL. Training for Teaching Assistants on effective questioning by specialist Coaching sessions for individual staff to improve the effectiveness of their AfL strategies.		

<p>Whole School Initiative</p>	<p>Needs analysis identified many PP children not attending school often enough or being punctual enough.</p>	<p>Continue to employ family support workers who can ensure that children are in school and learning and work with DHT to continually improve attendance.</p> <p>Two parent support officers have been employed to support families in school primarily those who are Pupil Premium. The services provided include family support for vulnerable families e.g. advice with benefits, help for victims of domestic violence. In school small group work and one to one pastoral support is to be provided to support social emotional and mental health development and improve academic progress.</p> <p>Parent support officers to monitor attendance at school to improve pupil's attendance.</p> <p>Free snack for children who are on the Pupil Premium.</p> <p>Play therapy and play skills training. Home visits. TAF and CAF meetings.</p> <p>Liaison between services such as Educational Psychology, SALT and assisting parents with medical appointments and Barnados Burnley support. Breakfast club/ After school care – help with costs towards kids club fees are available for parents needing this child care</p>	<p>£21357 £ 4660 £ 9746</p>	
<p>Whole school initiative</p>	<p>Based on a needs analysis of PP children, support with social and emotional aspects of play especially at lunchtime is critical to help develop skills of sharing, problem solving and co-operating.</p>	<p>Continue to employ team of 6 playworkers to support the development of social and emotional skills of PP children at lunchtimes.</p> <p>Family support officers to implement play programmes</p>	<p>£19958</p>	
<p>Whole school initiative</p>	<p>We need to continue to track the performance of PP children more closely as a discrete group so that we can keep regular checks on progress.</p>	<p>Subscription to tracking system which allows us to monitor the progress of PP children closely and regularly.</p>	<p>£600</p>	

Whole school initiative	We need to track and monitor the progress of PP children in Reception class.	Purchase tracking software to monitor and record progress and attainment in Reception.	£600	
Whole school initiative	To improve quality first teaching for Pupil Premium children.	Freeing DHT and SLT to act as a coach to all staff to help each member of staff to be the best teacher they can be and make the most possible progress with Pupil Premium children.	£25,396	

<p>Whole school initiative</p>	<p>Workforce development and professional development</p>	<p>SEN specialist teacher for dyslexia and dyscalculia. Development of the role of Teaching assistants, training and regular CPD</p> <p>Staff training and courses.</p> <p>Additional teaching assistant to support in class. Specific early intervention programmes for communication and language and mathematical development. Ginger bear groups.</p> <p>Home / school meetings with parent support officers and teaching staff supply costs for</p> <p>Nursery and home visits and thorough assessments.</p> <p>Transition meetings Nursery to Reception, in school transition through key stages and new classes and then Year 6 to High School meetings.</p>	<p>£10,000</p>	
<p style="text-align: right;">Total Spend</p>			<p>£82,544</p>	

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	Additional Cost	What is the net impact on pupil
Current Reception (2015-2016)	<p>GLD for all pupils. Poor attendance for reception children interrupting learning time</p> <p>Children with poorly developed pencil grip (below in Physical development). Children need support in forming recognisable letters</p> <p>Children with regular health care need. As a result have low self-confidence and interrupted learning time.</p> <p>Low on entry literacy levels for PP children. Especially with CLL</p> <p>Several PP children in Year R have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p> <p>Induction with all parents by Family support officer, transition from Nursery to school.</p>	<p>TAs to support children's PSED development by teaching and modelling the prime areas of learning in provision. Family support officer to monitor the attendance and punctuality. TA to support.</p> <p>TA to support to allow full access to curriculum opportunities.</p> <p>Differentiated literacy / phonics. One-to one reading. Phonics booster sessions (TA's to lead literacy interventions planned by teachers) TA's to lead Speech and Language sessions. Teacher to be trained in EAL and to train other staff members Phonics sessions/ library sessions with parents Stay and play sessions / family Friday events</p> <p>Nurture groups run by TA3</p>	<p>Additional cost of health care equipment.</p>	

<p>Year 1</p> <p>children</p>	<p>We aim to close the gap in attainment between PP and non PP children.</p> <p>We want to improve social skills of PP children.</p> <p>We want to give PP children additional support that isn't available at home with basic skills.</p> <p>Identified Y1 PP children at risk of not achieving Phonics Screening check standard.</p> <p>Several PP children in Year 1 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p>	<p>Planned interventions through TA in numeracy, literacy, letter formation, phonics and social skills for PP children.</p> <p>1:1 reading from TA.</p> <p>Additional 4 x 20 minute phonics sessions from TA 4 times per week. Phonics sessions/ library sessions with parents. PP children targeted for support in class. All PPG pupils daily reading in class. Parent education courses run by the Family support officer.</p> <p>Nurture groups run by TA3</p>	<p>Additional cost of teaching assistants.</p>	
<p>Year 2</p> <p>children</p>	<p>We aim to close the gap between PP and non PP children over the course of the year in reading, writing and phonics.</p> <p>Several PP children in Year 2 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p>	<p>Targeted PP interventions for reading, writing, talk 4 writing/ handwriting, phonics.</p> <p>Afternoon time Wave3 support for PP children working well below in Literacy.</p> <p>PP children targeted for support in class. All PPG pupils daily reading in class.</p> <p>Parent education courses run by the Family support officer.</p> <p>Nurture groups run by TA3</p>	<p>Additional cost of teaching assistants.</p>	

<p>Year 3</p> <p>children</p>	<p>Several PP children in Year 3 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p> <p>We want to support those PP children who aren't heard read regularly at home.</p>	<p>All PP children to receive 1:1 reading from TA. TA to run reward system with stickers and reward charts for PP children as incentives.</p> <p>Some PP children will be accessing playworkers and Family Support Worker support and will liaise back with TA.</p> <p>TA's to lead Wave 3 interventions</p> <p>PP children targeted for support in class. All PPG pupils daily reading in class.</p> <p>Parent education courses run by the Family support officer.</p> <p>Nurture groups run by TA3</p> <p>Fresh Start programme run by TA</p> <p>Daily reading with all PPG</p>	<p>Additional cost of teaching assistants.</p>	
<p>Year 4</p> <p>children</p>	<p>We want to eradicate gaps between PP children and non PP children in numeracy, writing, spelling punctuation and grammar (SPAG).</p> <p>We want to support those PP children who aren't heard read regularly at home.</p>	<p>Regular TA time for PP children for Dynamo Maths, Lexia and Times Tables practice.</p> <p>Intervention groups for reading, writing and maths to meet the needs of all PP children including the more able.</p> <p>TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p> <p>Fresh Start programme run by TA</p> <p>Daily reading with all PPG</p>	<p>Additional cost of teaching assistants. Resources and subscriptions to computer programmes</p>	

<p>Year 5</p> <p>children</p>	<p>To develop reading, writing and phonics skills in our PP children.</p> <p>To support PP children who aren't heard read regularly at home and who don't get support with homework.</p> <p>To improve behaviour of PP children and their attitudes to learning.</p> <p>To improve the attendance of PP children.</p>	<p>Daily PP intervention sessions for writing, reading and phonic development.</p> <p>Lunchtime homework club on Wednesday lunchtime.</p> <p>One to one behaviour support time</p> <p>TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p>		
<p>Year 6</p> <p>children</p>	<p>To develop age related expectations in reading, writing and mathematics.</p> <p>To ensure PP children are supported with homework if this isn't available at home.</p>	<p>To support PPG pupils with the curriculum.</p> <p>Daily interventions and First Quality teaching.</p> <p>Homework club run in school at lunchtime.</p> <p>Study club for PPG pupils.</p> <p>TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p> <p>Nurture group to manage and support the social, emotional and mental health of the PPG pupils.</p>		

	To support PP children who have social and emotional needs so that they don't become barriers to learning. To ensure that all PP children make the most progress possible.	TA 1 to 1 support for these pupils. Also FSW available. TA's run 1 to 1 and small group sessions supporting PP children in class and at break times where necessary in reading, writing and mathematics.		
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Additionality in responding to need.	To ensure that all Y6 PP children make the most progress possible.			
	To respond to the needs of all PP children in Reception to ensure that they achieve at least in line with their peers at GLD.	Additional TA in Reception Summer Term		
	Small contingency to meet unforeseen Need	£6,216		

Total spend of TA support = £210,037

Grand Total for Pupil Premium Expenditure = £78,760 therefore additional £10,000 school improvement monies will need to be drawn down to meet the needs of PP children to supplement PP funding

References:

Professor Steve Higgins Durham University Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University (2011) The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)'

Ofsted (2013) Pupil Premium: How schools are spending the funding successfully to maximise achievement

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