



Pupil Premium Plan

2017 / 18

Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals. The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after continuously for more than six months
- children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group. For example, when a teaching assistant supports a disadvantaged pupil, other pupils might be part of the group, too. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support or additional challenge in school.

In the next few pages, you will find:

- Pupil Premium Strategy 2017-19 Overview: a summary of how we will invest to make sure pupils have the best possible outcomes
- Pupil Premium Strategy 2017-19 Detail: this provides more detail of how we will invest the funding

We refer throughout to the Education Endowment Foundation Teaching and Learning Toolkit – a summary of educational research which reviews and summarises research and then evaluates it in terms of impact against cost: <https://goo.gl/yCcwyl>

Contact us if you'd like to know more about how we use pupil premium in school.



Pupil Premium Strategy 2017-19 – breakdown of costs

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

Total number of pupils eligible for pupil premium (deprivation):	6 x £1320 £7920		
Total number of pupils eligible for pupil premium plus:	3 x £1,900 £5700		
Total pupil premium allocation:	£13,620		
Review of pupil premium strategy:	termly: Autumn, Spring, Summer		
What	Description and detail	Proportion paid for	Amount
Support Staff	<p>Evidence shows that targeted, structured support can have a positive impact. 'The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw</p> <p>Teaching and learning time across the week totals approximately 25 hours. Across the week, 10% (minimum) of teaching assistant time is to support and challenge disadvantaged pupils. This allocation equates to 2.5 hours a week of dedicated additional one to one support from a teaching assistant. This is in addition to other times when TAs work with a group.</p> <p>Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per year group on average, 2 in EYFS.</p> <p>Information from Education Endowment Foundation shows that those involved in small group tuition in the Early Years on average make 4 months' extra progress. (https://goo.gl/yCcwyl)</p>	30%	Total spend 17-18: £176,100 30% of this figure: £5283
CPD	This is to develop staff knowledge / skills in areas which we believe will have significant impact on disadvantaged children. See the Provision Plan Detail table below for more detail.	50%	£500 total spend reading



	<p>In 2017-18, we are developing teachers' skills and approaches in reading (to meet higher National Curriculum expectations in this area);and in the context of 'mastery' for Foundation Subjects (an approach advocated by many education experts)</p> <p>Education Endowment Foundation evidence shows that following a mastery approach can mean pupils make 5 months' extra progress. Likewise, Education Endowment Foundation evidence suggests 5 months' extra progress for improved reading comprehension strategies.</p>		<p>50% of total spend: £250 £500 total spend mastery 50% of total spend: £250</p>
Learning resources	<p>Various resources are listed below, for use both at school and at home.</p> <p>Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months.</p>	50%	£900
Tuition/Additional Support	<p>In addition to total staffing costs, we may invest in private tuition for some disadvantaged pupils if they are working below expected levels – this will be ascertained from in school attainment tracking. We may also provide daily 1-1 support for identified PPG pupils to subsidise FFI.</p> <p>We also provide homework club weekly with support from school staff free of charge to all attendees with PP pupils targeted.</p> <p>Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</p>	100%	<p>£9 (TA) £15 (Teacher) per hour per individual, allocated annually – maximum budget £1000 1-1 support to support identified PPG pupils - maximum budget £1900 per pupil – 2 pupils Homework Club £1000</p>
Resources and activities	<p>From trips to the theatre to residentials, various activities are noted below. The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a relatively low cost.</p>	100%	£1000



	Education Endowment Foundation evidence indicates that these can have a small, positive impact on learning – around 2 months.		
Total		N/A	£13620



Pupil Premium Strategy 2017-19 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths.

Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.

Specific nature of investment	Rationale / aims	How we will measure impact	Review / Outcomes
In 2017-18, we plan to invest pupil premium money in the following):	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?
<p>Supporting individual Pupils Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.</p>			
Provide opportunities for tuition when outcomes for PP are below expected levels	<p>To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence.</p> <p>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress and one to one tuition makes 5 months'.</p>	<p>Attainment and progress Staff feedback on engagement and learning behaviour</p>	
Embed reading comprehension strategies as a key feature of the school's additional support, both during school and as after-school support	<p>To improve older children's reading skills e.g. inference and deduction. Education Endowment Foundation evidence: 5 months' extra progress.</p>	<p>Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading</p>	



<p>Dedicated time with teacher</p>	<p>To make sure that intervention time is meeting individual's needs and that quality teaching is being continued in small groups as well as quality first teaching in the classroom; to provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of.</p> <p>Education Endowment Foundation evidence: 8 months' extra progress can be made through extra feedback; as a general rule, our staff</p>	<p>Attainment and progress – more children reaching age related expectations</p> <p>Staff feedback on engagement and learning Behaviour</p> <p>Pupil interviews regarding confidence, what their targets have been and how they have progressed</p>	
<p>Dedicated time with learning mentor</p>	<p>To support learning behaviour in class and to develop good social and emotional aspects of learning (e.g. self-esteem, social skills).</p> <p>Education Endowment Foundation evidence: 4 months' extra progress.</p>	<p>Learning walks in school which focus on learning behaviour</p>	
<p>Take children to book shops to choose and buy books of their own</p>	<p>To engage reluctant readers and promote a love of reading.</p> <p>Education Endowment Foundation evidence: 3 months' extra progress.</p>	<p>Pupil feedback</p>	
<p>Provide books to individuals Continue subscription to Phonics Play (Games and activities which directly relate to the phases of letters and sounds)</p> <p>(Part-funding from pupil premium funds)</p> <p>For all teachers, professional development on reading and how to teach it effectively</p>	<p>To promote reading at home.</p> <p>Education Endowment Foundation evidence: 3 months' extra progress.</p> <p>To boost reading and writing skills in Key Stage 1 (and therefore, long-term, Key Stage 2).</p> <p>Education Endowment Foundation evidence: 4 months' extra progress.</p> <p>To address the new, higher demands in the National Curriculum for higher-level reading skills and therefore have a positive</p>	<p>Pupil feedback</p> <p>Staff feedback</p> <p>Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading</p>	<p>Big box of goodies which staff can go to and get for PP children.</p> <p>Phonic screening scores for PP children Y1 (Autumn 1): Y2 (Autumn 1):</p>



	impact on older children's reading outcomes. Education Endowment Foundation evidence: 5 months' extra progress.		
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<p>A series of after-school, professional development on a mastery approach to teaching and learning in all subjects, supporting learning in other subjects.</p>	<p>To develop teachers' skills and approaches in the context of 'mastery', and therefore improve learning outcomes for children.</p> <p>Education Endowment Foundation evidence: 5 months' extra progress.</p>	<p>Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in foundation subjects.</p>	
<p>Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.</p>			
<p>Take children to theatre / arrange theatre company into school to view plays based on reading and buy the book to read afterwards</p>	<p>To develop a love of reading and possibly to promote discussions about reading at home; qualitative information indicates a positive effect on reading (therefore having a positive effect on pupils' cultural development, part of SMSC).</p> <p>Education Endowment Foundation evidence: 2 months' extra progress.</p>	<p>Pupil feedback forms and other pupil feedback</p>	
<p>Arts</p> <p>Artemis</p> <p>Target disadvantaged pupils more for individual music tuition</p>	<p>To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC).</p> <p>Education Endowment Foundation evidence: 2 months' extra progress.</p>	<p>Pupil feedback</p>	
<p>Pupil premium is used to pay for disadvantaged pupils who participate in clubs run by external providers</p> <p>Our pupils enjoy a residential from Year 3 to Year 6.</p>	<p>To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind.</p> <p>Education Endowment Foundation evidence: 2 months' extra progress.</p> <p>To develop life skills, including social skills through teamwork, as well as to increase</p>	<p>Pupil feedback</p>	



	<p>physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC).</p> <p>Education Endowment Foundation evidence: 3 months' extra progress.</p>		
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Supporting learning at home

From surveying parents and discussions with children, we know all parents want more ways to support their child at home; using money from pupil premium funds, we can support those from disadvantaged backgrounds. At Tranmere Park Primary School, we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.

<p>Introduce parent workshops / coffee mornings (Focus: homework, learning resources etc) and focused invites to open mornings.</p>	<p>To provide more opportunities for parents /carers to talk to staff and spend time in school; to provide resources to support homework activities.</p> <p>Education Endowment Foundation evidence: 3 months' extra progress.</p>	<p>Attendance at workshops and coffee mornings and parental feedback about impact it has had.</p>	
<p>A parcel of literacy and numeracy materials for summer break</p>	<p>Can significantly improve children's reading and numeracy</p> <p>Encourages children and their parents/carers to read and play games Together</p> <p>Gives enjoyment to children through owning their own books</p> <p>Supports children over the summer as they move into the next school year</p> <p>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</p>	<p>Reaching age related expectations</p>	



	http://www.letterboxclub.org.uk/research-and-evaluation/		
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Supporting social and emotional aspects of learning

At Tranmere Park Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress e.g. behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems

Opportunities for all children to partake in educational visits and other experiences	To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.	Attendance on visits Pupil feedback Outcomes in Topic Books	
PSHE intervention and support: Learning Mentor Support	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more. Education Endowment Foundation findings indicate that those involved in extra PSHE support on average make 4 months of extra progress.	Staff feedback on engagement and learning behaviour Pupil and parental feedback	



Pupil Premium Strategy 2018-19 and beyond – ideas

How might we invest in the future to make sure pupils continue to have the best possible outcomes?

This table outlines ideas that we might pursue in the future. (These ideas are added to in the course of the year.)

Idea / Challenge	Rationale
Disadvantaged pupils play active part in choosing books to replenish the school library and / or class library stock	To engage reluctant readers and promote a love of reading.
Employ an additional teacher who works across the school providing expert tuition to smaller teaching groups	Education Endowment Foundation findings indicate that smaller class sizes has a moderate impact on learning but at a high cost. However, the teacher could be used as a resident long-term 'supply teacher' across the three schools in Sphere Federation, therefore reducing supply teacher costs and staff absence insurance costs. This would mean money saved can be re-invested in provision for disadvantaged pupils. Attendance matters. We want all pupils to have high attendance, so they are in school enjoying and achieving as much as possible.
Continue to explore ways to increase attendance amongst disadvantaged pupils so that it is at least in line with other pupils (a school and national issue)	
Explore Achievement for All Schools Programme	Claims of a five-year track record for accelerating progress and attainment in the lowest-achieving 20% group of learners, using a direct-delivery coaching model.

