



Pupil Premium Grant

2018-2019

Background to the Pupil Premium Grant

- In 2011-12 the Government launched its Pupil Premium funding. This money is sent to schools based on the number of pupils in the school who are eligible for Free School Meals (FSM) or had been a Child in Care continuously for more than six months.
- From April 2012 the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. A premium has also been introduced for children whose parents are currently serving in the Armed Forces.
- From April 2014 Pupil Premium for Children Looked After (CLA) is no longer part of this grant; but comes in directly from the Local Authority in the form of CLA Pupil Premium; reporting on expenditure falls outside of this remit. The fund does apply, however, for those who have been 'Adopted from Care'.
- The amount of money allocated to each of these categories differs.
- **The money is allocated to improve pupil attainment and to help overcome any barriers to learning.** Nationally, the statistics show that pupils who are in receipt of FSM, or are Service Children or have been Adopted from Care do less well than their peers.

- Our Pupil Premium Grant is reviewed at the end of each academic year and the next PPG strategy and action plan is then drafted.

Children Looked After Pupil Premium

Children who have been looked after under local authority care for more than one day are awarded a premium plus. This is not paid directly to the school. The grant is managed by The Virtual School Head and used to improve outcomes and “narrow the gap” as identified in the Personal Education Plan [PEP] in consultation with the designated teacher, Social Worker, carer and Virtual School advisor.

Schools with a Looked After Child (LAC) on their roll (Reception to Year 11) will have £500 available at the beginning of each long term to support planned interventions that term.

The School will bid for this money from the LA through providing up to date PEPs which:

- Identifies the learning needs and progress of the child
- Has a clear action plan to address the needs and promote progress with SMART targets
- Demonstrates how the Pupil Premium allocated will be used to support the child’s learning, increasing engagement and improving rates of progress and academic outcomes as outlined in the child’s targets
- Is clear and comprehensive, especially for readers who are not education specialists

The school will adhere to the information gathering process designed alongside the LA in recording the impact of this funding, submitting this in the time frames specified.

How Critchill School will use Pupil Premium Grant (PPG) funds to maximise pupil progress, engagement and wellbeing.

Critchill School has worked very hard to ensure that all pupils/students achieve as much as they are able. We ensure that the Pupil Premium funding will be used to both enrich the curriculum for all learners at Critchill School as well as providing alternative targeted support for those pupils/students who require additional levels of intervention.

Furthermore at Critchill School we will:

- Endeavor to ensure that those pupils, whom the PPG supports, make rapid and sustained progress over time.
- Use PPG to overcome barriers to learning, including reading, writing, mathematics and social and emotional literacy
- Pupil's eligible for PPG, attainment in English and Mathematics, is regularly monitored and evaluated.
- Ensure that the PPG is effectively and efficiently used to ensure best value for money.

At Critchill School we may use the Pupil Premium Funding to provide:

- One-to-one tuition
- Small-group tuition
- Extra-curricular activities
- Activities that enrich and extend pupil's learning opportunities (e.g. Creative Technology, Inclusion placements, activities that support PLIMs or the Aspirational curriculum)
- Specific resources
- Relevant training and opportunities for professional development for staff which will then impact on teaching and learning.
- Thrive sessions and support

At Critchill School pupils who are eligible for the Pupil Premium Funding may experience the following barriers to achievement:

- Learning difficulties
- Delayed literacy and numeracy skills
- Poor attendance
- Low aspirations and low expectations
- Narrow or limited experiences of life outside school.
- Delayed emotional development

PPG 17-18 Analysis

In the 2017-2018 year, based on our analysis of priorities, we used PPG to:

- Support pupils with their literacy and numeracy skills through 1:1 tuition. Termly targets were set in both areas and evaluated three times during the academic year.
- Run highly focused primary nurture groups and senior social groups to support our pupil's social and emotional learning needs.
- Support personalised learning opportunities which enriched and extended individual's learning opportunities, including Thrive activities.

Breakdown of funding 17/18

1:1 tuition	£8112
Social/nuture groups/personalised learning/1-1 Thrive sessions	£12748
	Total: £20860

Target Analysis 17/18

1:1 Tuition Targets (English and Maths)

Term	Curriculum Area	% of targets achieved	% of targets partly achieved	%of targets not achieved
Autumn	Maths	54%	31%	8%
Autumn	English	38%	54%	8%
Spring	Maths	69%	23%	8%
Spring	English	46%	46.%	8%

Summer	Maths	62%	31%	8%
Summer	English	54%	38%	8%

Based on 13 students (one joined Summer term)

1:1 Thrive targets – based on one student

Term		% of targets met	% of targets partially met	% of targets not met
Autumn	Thrive target 1	100%		
	Thrive target 2		100%	
Spring	Thrive target 1		100%	
	Thrive target 2		100%	
Summer	Thrive target 1	100%		
	Thrive target 2	100%		

Nurture Group and Senior Social Groups (PLIM Progress)

Priority learning Area	My play and leisure	My communication	My self and body
------------------------	---------------------	------------------	------------------

Percentage of coverage statements met (average)	69%	72%	65%
---	-----	-----	-----

Data Analysis:

- **In comparison with 2015-2016, during 2016-2017 12 out of 12 pupils eligible for PPG increased their percentage of progress in English (100%) See B2**
- **In comparison with 2015-2016, during 2016-2017 10 out of 12 pupils eligible for PPG increased their percentage of progress in Maths (88.3%) See B2**
- **In 2016-2017 12 students eligible for PPG made on average 79.1% progress against their PLIM. 4.2% more than the average of the whole school.**
- **In 2017-2018 14 students eligible for PPG 69% on average progress against their PLIM. 5% less than the average whole school of 74%. The data is effected by one pupil whose medical needs have had a big impact on potential for progress.**

The progress our of PPG students is in line or greater than the average for the whole school

Pupil Premium Grant Expenditure- Overview of School 2018-2019

Number of Pupils and PPG (pupil premium grant)	
Total number of pupils on roll	54
Total number of pupils eligible for PP(FSM)	9
Total number of pupils eligible for PP(SC)	1
Total number of pupils eligible for PP(AfC)	4
Estimated Total amount of PPG due	£19245 (estimate)

Key questions to consider:

- How much pupil premium funding does our school receive?
- What will the pupil premium funding be used for in our school in order for it to be most effective?
- What types of staffing will the pupil premium funding being used for?
- Overall, how much is the pupil premium changing the way we support pupils from disadvantaged backgrounds?
- Has the pupil premium had any impact on our admissions and exclusions?
- Could our school be involved in the pupil premium summer school programme?
- How is impact measured?
- Is PPG effectively shared and communicated with parents/ carers?

How do we measure the impact of this funding?

Tracking processes may include:

- Measuring progress during the period of the activity
- Measuring participation of pupils and families
- Measuring parental satisfaction

Before PPG funding is implemented:

- Robust data analysis of previous years PPG targets and comparative analysis with whole school results to determine whether PPG funding closes the gap in attainment.
- Liaison with relevant staff including co-ordinators & PFSA □ Cross referencing with SDP, whole school priorities etc.
- Discussion with parents & other agencies during Annual Reviews

Nature of Support 2018-2019

Based on our analysis of data, SDP targets and priorities and in conjunction with research from The Sutton Trust-EEF Teaching and Learning Toolkit (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>) we have decided to use our PPG 17-18 in the following way:

Proposed Activity	SDP Link	Toolkit Findings	How effective is it?	Cost per pupil (estimated)	Total Cost (estimated)
<p>1. One to one intensive tuition</p> <p>Class teachers will be responsible for setting English and Mathematics targets for each individual pupil and class TAs will then be responsible for delivering one to one sessions.</p> <p>This will ensure that:</p> <ul style="list-style-type: none"> •PPG targets and activities can be embedded into all areas of learning and the curriculum •Skills and understanding can be consolidated in all areas of school life •Staff can monitor improvement and work collaboratively to ensure that individual pupils make outstanding progress. 		<p>Moderate impact for high cost, based on extensive evidence.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasizing the value of professional development for teachers.</p> <p>Programmes involving teaching assistants or volunteers also have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is beneficial.</p>		£7484

Targets may also provide opportunities for students to focus on direct links with PLIMs.			Previous year’s data analysis demonstrates that students at Critchill School make excellent progress through the delivery of one to one tuition.		
<p>2. Behaviour Interventions- THRIVE training & resources/ THRIVE learning space</p> <p>(Social and emotional learning)</p>	SDP 12 SDP 13 SDP 22	Moderate impact for moderate cost, based on extensive evidence.	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> <p>Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills seem to be equally effective.</p> <p>The majority of studies report higher impact with older pupils. There is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates, but this is an understudied dimension in evaluations of behaviour programmes.</p> <p>As a school we recognize that effective social and emotional skills and play a fundamental role in shaping life chances of young people. They are important both for individuals, for society and in influencing intergenerational patterns of inequality and disadvantage. Targeted interventions such as THRIVE for those diagnosed or at-risk of emotional or behavioral disorders produce the greatest effects.</p>		£5188 Diggy 6.5 hrs a week

<p>3. Personalised Learning</p> <p>Social and emotional learning</p>		<p>Various- refer to toolkit</p>	<p>Examples:</p> <ul style="list-style-type: none"> Inclusion provision resources (e.g. Food Technology ingredients) 		<p>£3282 (provisionally set aside based on</p>
<p>4. Creative Technology</p>		<p>Low impact for low cost, based on moderate evidence</p>	<p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.</p> <p>Overall, the impact of arts participation on academic learning appears to be positive. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p>Our PPG eligible students are able to consolidate their functional literacy and numeracy skills and build on their key personal learning and thinking skills during Creative Technology. The transfer of skills is key in ensuring that our students maximise opportunities for progress.</p>	<p>£382</p>	<p>£3440</p>
					<p>£19394 (Overspend)</p>

Examples of PPG Target Setting 17-18

Example 1

TARGET SETTING – AUTUMN TERM

<u>English</u>	<u>Maths</u>
B2 -1C	B2- 1C
Decodes unknown CVC words using phonic knowledge	Compare two quantities and say which one is -larger/ smaller - fewer/more
Link to PLIM: (My Thinking) I can use visual aids to support my independent writing skills	Link to PLIM: (My Community and Contribution) I can show pride in my strengths in practical tasks
<u>ACTIVITIES</u>	<u>ACTIVITIES</u>
<input type="checkbox"/> Phonics flash cards to remember single letter sounds and digraphs	<input type="checkbox"/> Use manipulables such as marbles or cubes to count and compare
<input type="checkbox"/> Play phonics games- picture matching or memory games are both ones Toby enjoys	<input type="checkbox"/> Use scales to visually demonstrate
<input type="checkbox"/> Reading and re-reading books and discussing pictures	<input type="checkbox"/> Count blocks in lines- compare lengths
<input type="checkbox"/> Write out cvc/ cvcc/ ccvc words that are spoken – playdough or other mediums for engagement	<input type="checkbox"/> Real life scenarios – who has more cake? Who has more cookies? Etc.
<input type="checkbox"/> Test recognition with 1 chosen word each week- can a spot that word amongst others?	<input type="checkbox"/> Relate to number sentences/ equations
<input type="checkbox"/> To create a word bank of important words that A can use in class	

Example 2

THRIVE Target Setting 2017-2018

Pupil name	Progress 16-17	Level July 17	Learning targets (To be RAG rated at end of year)		Links to PLIM	Level July 18
	58% Being to 33% Doing (45% progress)	33% Doing	1	Knows and can signal when hot, cold, hungry, thirsty, uncomfortable, wet or tired etc. (Having Needs Met)	My World Connections I can demonstrate my knowledge of looking after myself as part of Starlings class.	
			2	Can recognise and know how to talk about different feelings (Experiencing options)	My self and body I can demonstrate my awareness of a range of emotions and how they make me feel.	
			3	Can say or show likes or dislikes (Experiencing options)	My Play / Leisure I can build on my 'Thrive' development in physical play sessions with adults. My community and my contribution I know that I am valued and listened to.	

Term	THRIVE strategies/ activities	Evaluation
Autumn Term 1 and 2	<ol style="list-style-type: none"> Provide access to outdoor education, Forest School Miming game: play 'What am I doing?' where each person takes a turn at miming a simple everyday action and the other person has to guess what it is. Following and copying games; follow the leader. Change leaders often; support anxious leaders to have a go. Safe play choices alongside the curriculum. Be interested in and curious about the child. Create opportunities for the exploration and expression of preferences. Notice, enjoy and be interested in any likes or dislikes the child or young person expresses. 	

