The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After.

It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

3-year long-term pupil premium strategy template

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

School overview

Metric	Data
School name	Reid Street Primary School
No. of pupils in school	405
Proportion of disadvantaged pupils	37%
Pupil premium allocation this academic year	£193,340
Academic year or years covered by statement	2019-20
Publish date	January 2020
Statement authorised by	Angela Robinson
Pupil premium leads	Paula Ayto / Joanne Davison / Debbie Hancock
Governor lead	Trevor Alley

Disadvantaged pupil performance overview for last academic year

Measure	Score
Phonics Y1	61%
Phonics Y2	50%
Meeting expected standard at KS1	
Reading	70%
Writing	62%
Maths	62%
Science	86%
Achieving high standard at KS1	
Reading	23%
Writing	19%
Maths	19%
Meeting expected standard at KS2	
Reading / Writing / Maths combined	33%
Achieving high standard at KS2	
Reading / Writing / Maths combined	14%

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.1
Writing	1
Maths	-0.5

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching

2. Targeted academic support

3. Wider strategies

Review: last year's aims and outcomes

Aim	Outcome / Impact
Teaching	
Challenge and support in Foundation Stage	Foundation Stage lead has created a tracking system which demonstrates excellent progress made from 'On Entry' to end of FS.
Bridging the gap between GLD (end of FS) and the National Curriculum (Y1) *The transition between phases of education – notably early years to primary…is a risk-point for vulnerable learners. EEF key six lessons learned.*	Experienced Y1 teacher, having taught in Reception for 1 year, is more able to liaise effectively with the FS Lead to ensure that expectations match.
Literacy Lead is strategic.	As the third teacher in Y6, the Literacy Lead has been able to gain a thorough overview of literacy across the school and to plan for further developments.
Read Write Inc is embedded	The effective learning routines of RWI are evident across KS1. The programme is adapted to ensure all elements of the NC are given appropriate attention.
Reduction in PP Gap Y1 Phonics	The gap between those eligible for Pupil Premium and their peers was a positive one in 2018, however within the 2019 cohort, a number of SEND pupils who were also PP led to a negative gap.
Improvement in Reading Progress Score in KS2	Achieved – progress score for reading improved: 2018 = -2.07 2019 = -1.49 In 'like for like' comparison, RS PP average was above the national.
Improvement in Reading Attainment Score in KS2	Not achieved – low ability cohort (see progress score above).
Enhanced teaching and learning of Tier 2 and 3 vocabulary.	All subject progression documents include vocabulary to be taught. Staff CPD has enhanced understanding of teaching vocabulary.
Effective use of additional adults	Structure and support for TAs and CAs allows for effective liaison.
Formative assessment is enhanced through use of Balance.	Balance is used effectively for formative assessment in writing and maths.
Planning, teaching and assessment is informed by latest research around Metacognition.	Staff have enhanced understanding – to be developed further in 2019-20.
The planned curriculum is balanced, broad, ambitious and progressive.	Curriculum review of all subjects undertaken. Progression documents in place for all. Intent is clear.
Targeted academic support	
Identified vulnerable pupils are ready for school.	Involvement in 'Everyone Ready for School' pilot ensured that identified nursery pupils were ready for the transition to Reception.

Speech, Language and Communication issues are identified at the earliest point.	Specialist TA in Reception in first weeks of term ensures that all issues are identified and support plans are in place.
Pupils struggling with inference element of reading make good progress and achieve well.	Inference training provided KS2 staff with knowledge and confidence in teaching / assessing this key element of comprehension. Strategies used in Book Club. Improvement in KS2 reading progress figure compared to previous year. Increase in % of pupils gaining the Higher Standard to 20% (therefore ranked 5th in all Darlington schools).
Interventions are tracked effectively.	Edu Key introduced. 4main users are confident with system. Next steps – training for all TAs.
Most vulnerable families are supported.	Bespoke support packages have been created around families facing significant challenges / reaching crises.
Pupils with identified sensory needs are supported to make good progress.	Investment in Future Steps SLA ensures timely assessments and SMART programme in place for individual pupils.
Wider strategies	
Senior and middle leaders are more able to drive forward strategic improvements.	All involved in SPP have enhanced knowledge, understanding and confidence in driving positive change through structured review systems.
Raised awareness amongst staff of ACEs.	Whole school CPD and individual staff development has ensured that there is a raised awareness of early life challenges and trauma and the impact of these.
Marvellous Me take up reached target 90%.	Opportunities are used effectively to share learning.
Parental Questionnaires enabled parents / carers to note developments and contribute to improvements.	Next steps have been identified following questionnaires.
Parental involvement in learning has been enhanced.	Parents are more able to support their children with learning at home.
Curriculum content and progression is shared with all interested parties.	Majority of content is ready – new website January 2020.
Career Related Learning is embedded.	CRL Leads in place. Links created with Primary Futures. Next steps – CRL within each topic area.
Global Goals	Staff and pupils have raised awareness of issues around each Global Goal. Links made to positive actions around specific goals.
More accessible uniform supplier in place.	Parents have a greater choice and are able to source uniform items at lower prices.

Key statements from Ofsted relating to the performance of disadvantaged pupils.	*Pupils continue to make good progress across the school in both mathematics and English. Your forensic approach to analysing school data has enabled you to recognise the progress of individual pupils and different groups. You have recently carried out a detailed audit of how the school spends the funding it receives for disadvantaged pupils. This has enabled you to clearly identify the barriers these pupils face both inside and outside school and target support for them more*

February 2017	*accurately. Current data shows that differences between their progress and that of other pupils nationally are diminishing in most year groups across the school. The progress of disadvantaged pupils last year dipped. However, school data shows most are on now on course to make good and better progress in both English and Mathematics.*

Academic barriers to attainment	Non-academic barriers to attainment
1. Lack of school readiness	a. Poverty
2. Poor language and communication skills	b. Poor attendance
3. Limited vocabulary	c. Lack of parental engagement
4. Lack of effective learning behaviours	d. Limited life experiences
5. Lack of fluency in / enjoyment of reading	e. Low aspirations
6. Special educational needs and disabilities	f. Lack of focus and confidence due to poor mental health and wellbeing
	g. Safeguarding issues
Cost to maintain provision detailed in Appendix 1: £189,705	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Phonics	Non SEND to achieve national average in Y1/2 Checklist	Sept '22
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept '22
Progress in Maths	Achieve national average progress scores in KS2 Maths (0)	Sept '22
Other	Reduce rate of Persistent Absence amongst disadvantaged pupils	Sept '22

Teaching priorities for current academic year

Measure	Activity		
Priority 1	Ensure all staff are confident in the teaching of / assessment of all elements of reading.		
Priority 2	Develop Maths Mastery approaches.		
Barriers to learning these priorities address	1 – 6. a – c; e		
Projected spending	£11,920		
Light-touch review notes	Annual review notes: Year 1	Annual review notes: Year 2	Annual review notes: Year 3
Light-touch review overall assessment	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as

Targeted academic support for current academic year

Measure	Activity		
Priority 1	Ensure formative and summative assessment systems identify specific areas of struggle in maths and English for individual pupils.		
Priority 2	Ensure all interventions are tracked, costed and reviewed.		
Barriers to learning these priorities address	1 – 6.		
Projected spending	£3,500		
Light-touch review notes	Annual review notes: Year 1	Annual review notes: Year 2	Annual review notes: Year 3
Light-touch review overall assessment	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as

Wider strategies for current academic year

Measure	Activity		
Priority 1	Ensuring all pupils have access to cultural capital - the essential knowledge that children need to prepare them for their future success – and that the curriculum enhances the experiences and opportunities available to children, particularly the most disadvantaged.		
Priority 2	Engage all parents in learning, aspirations and ambition.		
Barriers to learning these priorities address	1 – 6. a – e.		
Projected spending	£11,000		
Light-touch review notes	Annual review notes: Year 1	Annual review notes: Year 2	Annual review notes: Year 3
Light-touch review overall assessment	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The Pupil Premium Link Governor will review strategy termly and report to the Full Governing Body.

The progress of pupils in receipt of the PPG is regularly discussed with teachers and subject leads.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Principal is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

Our funding

Funding summary: Year 1					
Total number of pupils	405	PPG received per pupil	£1320	Indicative PPG as advised in School Budget Statement	£193,340
		Number of pupils eligible for PPG	153 (incl Forces)	Actual PPG budget	£193,340
Funding estimate: Year 2					
Estimated pupil numbers	394				
Estimated number of pupils eligible for PPG	153				
Estimated funding	£194,660				
Funding estimate: Year 3					
Estimated pupil numbers	405				
Estimated number of pupils eligible for PPG	147				
Estimated funding	£192,580				

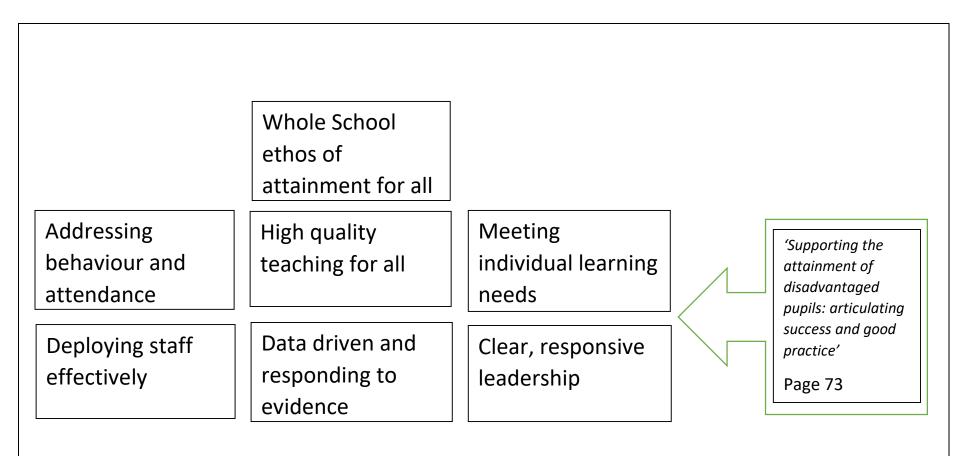|	**Appendix 1**	
	Barriers	Actions undertaken / evidence base* / rationale https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf *Where schools targeted the funding well, they: used research evidence to inform their thinking. Page 9.*
1.	Lack of school readiness	• Effective liaison with all feeder providers • Key expectations information produced and shared with feeder providers • Storybook for parents and pupils to share during summer holiday • Parent Handbook and additional Induction Pack • Open events • Induction days • Everyone Ready for School project • Support for parents via website • Additional staff (CAs) within FS • Focus on routines and expectations in first term • Small group interventions around early reading / maths skills • Speech and language interventions including Talk Boost and BLAST • Targeted social groups • Parental engagement through Marvellous Me, Stay and Play and Story and Rhyme sessions
2.	Poor language and communication skills	• Whole staff CPD • Employment of specialist TA • Professional development for specialist TA • Extension of TA hours • Speech Link and Language Link assessments and programmes of support and intervention • Wide range of resources • Interventions - see Costed Provision Maps • Use of techniques developed previously via 'Chatterbox Challenge' • BLAST • Communicate in Print IT programme • EMAS for EAL pupils

		• Translation of newsletters / general information for EAL families • Whole school focus on a communication friendly environment • Regular focus on communication in curriculum – i.e. through No Pens Wednesday / WSTs / use of standard English Coordination with outside agencies including NHS and SALT
3.	Limited vocabulary	• Whole staff CPDL undertaken around teaching vocabulary. • All subjects / topics revised with focus on Tier 2 and Tier 3 vocabulary. • Vocabulary assessment used to identify issues with particular pupils.
4.	Lack of effective learning behaviours	• Staff training around Growth Mindsets. • Staff training around ACEs. • Staff training around regulating activities and Theraplay. • Focus in teaching and learning on resilience – monitored through observations / work scrutinies / pupil interviews. • Whole school assemblies which focus on this area. • Specific support programmes for targeted individuals, including: Film Club, Sewing Club, Yoga, Relax Kids, Lego Club and Mindfulness • Before and After school clubs • Bespoke support for individual pupils • 'Break out' areas • Homework grid support for those who do not engage with the system via home *See below
5.	Lack of fluency in / enjoyment of reading	• Specialist TA for speech and language • Reading Champion • Speech Link and Language Link assessments in Reception and Year 4 • Decoding assessments for all pupils from Y2 to Y6 • Comprehension Express • Inference intervention • Reading Priority Rotas • Introduction (in 2016-17) of Read Write Inc progressive phonics programme • Reading record books • 'At school' readers

		• Whole Class teaching of reading • Paired reading • Reciprocal reading • BRSP intervention programme • Project X reading intervention • Reading volunteers – trained via Reid Street • Class novel • Whole School Targets regularly focus on reading • Whole school focus on use of standard English • Focused weeks / days, i.e. Roald Dahl / World Book Day • Visiting authors
6.	Special educational needs and disabilities	• Constant 'Plan / Do / Review' cycle • Progression through My Targets, One Plans and EHCPs as appropriate • Equality Impact Assessments of all areas of the curriculum • Accessibility Plan • CPD for staff • Disability awareness raising • Additional support for individual pupils • Alternative Provision • Therapeutic support for individuals • Support for parents choosing next placement for pupils, including transfer to specialist provision. • Wide range of support materials and resources • Bespoke / appropriate sporting opportunities
a.	Poverty	• Whole school poverty-proofing of curriculum and opportunities through not charging / subsidising • Subsidising of trips and visits, including residential • Provision of instrument tuition • Provision of breakfast club • Food for Thought monthly redistribution • Provision of uniform and other essential clothing and other items

		• Miss for Christmas donation • Local Councillor donations • Signposting to support – i.e. Food Banks / free holiday activities • Credit Union in school • Support for parents completing applications such as those for DLA • EHAs, including those supported by school nurse • Red Box Project
b.	Poor attendance	• Alarm call for targeted parents • Collection of pupils as temporary support • First call and follow up for vulnerable pupils • Weekly tracking – meetings between admin and JD • Celebration of 100% via Marvellous Me weekly • Letters to parents / carers – this now includes pupils who are regularly late. These letters have been reviewed and updated to provide parents with clear, easy to understand information about the effect of absence and lateness on educational outcomes. • Meetings with teacher • Meetings with DSL / SENDCo • Home visits / house calls • Coordination with outside agencies • Holiday Fines • 15 Day penalties • CME referrals • Medical Care Plans • EHAs • Bespoke motivation and reward systems • Provision of free breakfast club (time specific). • Presentation for parents re importance of sleep and how to establish bedtime routines. http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf *Having a regular bedtime in term-time matters. Those who have a regular bedtime have a score 1.13 point higher than those who do not, and have progress between ages 5 and 11 that is 0.74 points higher.* Alarm clocks purchased for families.

c.	Lack of parental engagement	- PSA role, including signposting of advice and support - Achievement of 'Families First' Award - Improved newsletters – including from Sports Ambassadors - New Parent Brochure / Reception Storybook - Enhanced school website including Blogs - Reception Induction – including both afternoon and evening sessions - Year 2/3 Transition - Year 6 SATs Meeting 'Meet the Team' information sheets for parents - Termly 'Drop Ins' - Termly Consultation Evenings - Workshops for parents – NSPCC / Internet safety - Couch to 5K including for parents - Projects – K'nex Club - Parental Survey - Person-centred approaches to My Target, One Plan and EHCP meetings - Residential meetings for Y6 parents - Class / Year group assemblies - Play and Stay opportunities in Foundation Stage. - Performances – in and out of school - Bi-annual reports in new format - Marvellous Me - Homework Policy 'Open Door' policy - Parental notice boards on KS1 and KS2 yards. - EHAs as appropriate - Parents signposted to relevant training opportunities
d.	Limited life experiences	- Experiential learning through visits and visitors – excellent examples being work with the Halle Orchestra, Aspirations Week, Festival of Ingenuity, Darlington Carnival, Eurovision etc. - Topic stimuli and finale - Nurturing of particular talents and interests - Funded Cinema visits

		• Sporting opportunities • National Trust – 50 Things to do before you are 11 and 3/4
e.	Low aspirations	• Aspirations Week • Review of research, i.e. 'Underachievement in Education by White Working Class Children…' and 'Supporting the attainment of disadvantaged pupils…' • Visits to enhance aspiration (Festival of Ingenuity for eg.) • Visitors to enhance aspiration • Topic stimuli and finale • Bespoke support for individual pupils • Nurturing of particular talents and interests • Involvement in opportunities – Big PIE Challenge Engineer of the Year Competition • Funded music lessons • Celebration of achievements via website, blogs and newspaper articles
f.	Lack of focus and confidence due to poor mental health and wellbeing	• Training for all staff around wellbeing / growth mindsets • Whole school focus on PSHE • Active 30 introduced including Activators • Specific support programmes for targeted individuals, including: Cyber Squad, Sewing Club, Yoga, Relax Kids, Lego Club and Mindfulness • Staff trained to deliver Art Therapy. • Before and After school clubs • Bespoke support for individual pupils • Attendance at LAPPs / VP meetings • TAC meetings • Post incident reviews • Avoidance of exclusions / re-integration meetings
g.	Safeguarding issues	• DSL(s) – training is kept current • DSL(s) provide training for all staff including dinner supervisors and governors • NSPCC training for staff • NSPCC Assembly for pupils • NSPCC workshop for parents • Multi-agency working – through MASH, CAP , EHAs, etc • DSL Supervision at each SLT Meeting

Whole School ethos of attainment for all

Addressing behaviour and attendance

High quality teaching for all

Meeting individual learning needs

Deploying staff effectively

Data driven and responding to evidence

Clear, responsive leadership

'Supporting the attainment of disadvantaged pupils: articulating success and good practice'

Page 73

https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils

All teachers are focused on Closing the Gap, including through a whole school approach to pupil progress, as: *'Disadvantaged learners are most successful where teachers in the classroom feel accountable for their outcomes.'* NET as above.

BASIC

Promote ethos of achievement for all

Address attendance and behaviour

Engage with external evidence of what works and choose appropriate strategies

Support pupils' social and emotional needs alongside teaching and learning strategies

Provide additional learning support during the school day

INTERMEDIATE

Address individual pupil learning needs

Ensure all strategies are being implemented to a high standard, including through staff training

Help all staff to use data effectively and make evidence-based decisions

Allocate time for joint staff planning and review

Instil accountability for raising attainment at all levels of the school

Improve engagement with families

EMBEDDED

Support metacognition and independent learning

Introduce collaborative and peer learning

Assess pupils' attainment on entry and intervene early to address learning needs

Ensure Assessment for Learning systems are embedded

Constantly review impact of interventions and modify them

Share learning between staff

CONTINUED DEVELOPMENT

Set even higher expectations for all pupils

Develop existing strategies still further

Work with neighbouring schools to raise standards

Learn from and contribute to national networks

Staff continue to learn, develop ideas and improve attainment for all

Timescale (3 – 5 years)

Supporting the attainment of disadvantaged pupils: articulating success and good practice - Research report November 2015

Research links	
Context	i https://publications.parliament.uk/pa/cm201415/cmselect/cmeduc/647/647.pdf ii https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf *Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They: …understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Page 3.* ii http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf *Page 3 – Overall, the evidence from analysing free school meals (FSM) data is that: white British children eligible for FSM are consistently the lowest performing ethnic group of children from low income households, at all ages…; the attainment 'gap' between those children eligible for free school meals and the remainder is wider for white British and Irish children than for other ethnic groups; and this gap widens as children get older.* *Page 10 – Where a child comes from now matters more for their success in later life than it did a generation ago.*
Best Practice around use of Pupil Premium funding	The approaches detailed above are, therefore, strategic and evidence based but not 'compliance based' and have formed a journey over several years. To quote 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' DfE November 2015: *'…schools that experience less success are likely to have used more strategies in an attempt to improve their success. They are also more likely to rely on the Sutton Trust-EEF Toolkit and be more concerned that their strategies are evidence-based because of the pressure to demonstrate that they are doing 'the right things' to address the issue. On the other hand, schools experiencing greater success are more likely to attract higher quality staff, feel freer to rely on their own judgements and take calculated risks in their choice of strategies.'* Equally, to quote NET 'An updated practical guide to the Pupil Premium' by Mark Rowland: *'Evidence informed, not evidence led. The EEF Toolkit offers a brilliant opportunity for Pupil Premium activity to be informed by evidence. But it was never intended to be used 'painting by numbers' style. Finding out what works for an individual school context should be closer to independent travel with a guidebook rather than a coach trip where you are told when and where to get off, where to eat etc…'* As stated by the EEF themselves: *Teachers might now be categorised in three groups: evidence seekers, compliance chasers and the disengaged….We may now need to reconsider how to ensure schools use their pupil premium effectively and avoid shallow compliance,* 'The Pupil Premium Next Steps, Sutton Trust and Education Endowment Foundation July 2015. i https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils iihttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760385/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf iii https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf

	iv https://www.tes.com/news/school-news/breaking-views/25-low-cost-ways-maximise-pupil-premium-spending v http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf *Consideration needs to be given to ensuring retention of good teachers, given that, the odds of a teacher leaving a primary school are 20% higher for the highest deprivation quintile, compared to the lowest deprivation quintile…These patterns are consistent with a situation where the typical teacher finds teaching in a higher deprivation school less agreeable. Pupil behaviour may be more challenging; teachers find they need to deal with social difficulties the child is experiencing; and there is less home support for learning. The emotional challenge of teaching in some of our more disadvantaged schools can be considerable. Furthermore, the threat of the accountability system in the form of negative Ofsted judgements and test results that fall below government 'floor' standards affect those in more disadvantaged schools far more. Page 39-40.* *The Commission also focuses on Leadership and infrastructure as a key part of the model of successful support.* vi https://schoolsimprovement.net/guest-post-marc-rowlands-32-pupil-premium-ideas-magpie/ *No Pupil Premium funded activity will be successful if turnover of teaching staff is very high.* vi https://researchschool.org.uk/rosendale/blog/cherry-picking-or-broad-vistas-using-research-evidence-to-improve-outcomes-for-vulnerable-learners vii https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit viii https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils ix https://www.amazon.co.uk/Updated-Practical-Guide-Pupil-Premium/dp/1909717630 x https://ies.ed.gov/ncee/wwc/
Teaching	i http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf The quality of teaching is the most important school-based determinant of educational success. ii https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They: …understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Page 3. *Page 10 – They decided to use some of their funding to employ a good additional teacher for one term in Year 6. This meant that the class could be organised into smaller ability groups for English and mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential.* iii http://maximisingtas.co.uk/ta-standards.php
Homework	i https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/ ii https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/

1.	Lack of school readiness	i https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/ ii https://www.gov.uk/government/publications/reception-curriculum-in-good-and-outstanding-primary-schools-bold-beginnings iiihttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf iv https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf *The best primary schools are making sure that poorer children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so they don't have to catch up later. Page 1.*
2.	Poor language and communication skills	i https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf iihttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf iii https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/ iv https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ v https://www.sciencedirect.com/science/article/pii/S0145213418302047
3.	Limited vocabulary	i https://www.psychologytoday.com/gb/blog/the-athletes-way/201402/tackling-the-vocabulary-gap-between-rich-and-poor-children iihttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf *Ambition 1 – Close the 'word gap' in early years…too many children still fall behind early, and it is hard to close the gaps that emerge. We need to tackle these development gaps at the earliest opportunity, particularly focused on the key early language and literacy skills, so that all children can begin school ready thrive.* *Iii https://researchschool.org.uk/rosendale/blog/cherry-picking-or-broad-vistas-using-research-evidence-to-improve-outcomes-for-vulnerable-learners* *The main thing I have learned from working with schools on improving outcomes for disadvantaged and vulnerable learners is that … they need a language rich, culturally rich curriculum.*

4.	Lack of effective learning behaviours	i https://publications.parliament.uk/pa/cm201516/cmselect/cmpubacc/327/327.pdf ii https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils page 14 iii https://www.sciencedirect.com/science/article/pii/S0145213418302047 iv https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/
5.	Lack of fluency in / enjoyment of reading	i http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/2015-winners *Beech Hill Primary – 2017 winner – Introducing Read Write Inc as our primary phonics programme across Early Years and Key Stage One had a huge impact on phonics, reading and writing development. 93% of Y1 pupils passed the phonics test which is a considerable improvement on last year's results and our highest pass rate to date. The programme has ensured consistency in the delivery of phonics and the modelling of reading and writing and the levels of engagement from all children, particularly PP children, have also improved.* ii https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ iii https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ iv https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ *The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for pupils from disadvantaged backgrounds. However, it is also important that pupils make progress is all aspects of reading, including vocabulary development, comprehension and spelling, which should be taught separately and explicitly. Page 11*
6.	SEND	i https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/ ii https://www.irishexaminer.com/ireland/childrens-special-learning-needs-linked-to-disadvantage-469064.html iii http://www.sec-ed.co.uk/best-practice/send-pupil-premium-parents/
a.	Poverty	i https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf ii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760385/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf
b.	Poor attendance	i https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf

c.	Lack of parental engagement	i http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/2015-winners *National Primary School winner – The school takes a robust and systematic approach to identifying the challenges its pupils face and the impact these challenges have on their learning by focusing both on academic achievement and wider work such as encouraging aspiration and parental engagement.* ii https://educationblog.oup.com/primary/closing-the-achievement-gap-the-critical-importance-of-parental-engagement iii https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ iv https://www.suttontrust.com/wp-content/uploads/2017/11/PEN-Report.pdf v https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/ vi https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/ viihttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf viiihttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf *Key research summaries indicate that:* • *children with parents who take an active interest in their learning make greater progress than other children;* • *In the primary years, family influences have a more powerful effect on children's attainment and progress than school factors;* • *Parental engagement has a significant effect throughout a child's school years. Gains in pupil achievement stemming from parental engagement initiatives tend to be permanent;* • *In schools with matched intakes, those with strong parental engagement tend to do best. They have higher attainment and fewer problems with behaviour;* • *Levels of parental engagement are linked to socio-economic status, but in parenting it is what you do, not who you are that counts;* • *Even where families live in poverty children can achieve if their parents are involved and committed to their child's education;* • *Home-based factors that make the strongest contribution to the child's achievement in the primary years include the extent of one-to-one interaction between parent and child, and parental involvement in educational activities and outings with their child. Page 2/8*

	x *http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf* *Children who had someone attending their parents' evening had much higher test scores at age 11. This is due to them making better progress between ages 5 and 11. Children with someone attending parents' evening made 1.26 points better progress between ages 5 and 11 than those that did not. Page 48.* *Here it is worth bearing in mind that a major literature review, supported by the Nuffield Trust, was unable to find high quality evaluations of interventions that demonstrate a causal link between higher parental engagement and improved attainment. But as the authors of that review commented: "This does not mean that we should stop trying to increase parental involvement in education. Rather, it means that if we are going to invest in significant interventions, we also need to invest in high quality, rigorous research that will show to what extent they are effective in raising attainment and other outcomes." Page 52.* *…research by the National Endowment for Educational Research and others has shown that parenting styles improve as a consequence of receiving support and training. Parents acquire knowledge, skills, confidence and empathy. Page 61*	
d. Limited life experiences	i https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils iihttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760385/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf	
e. Low aspirations	i https://www.ucas.com/corporate/news-and-key-documents/news/children-who-know-age-ten-they-want-study-degree-%E2%80%98twice-likely ii http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf iii https://www.gov.uk/government/news/schools-should-be-doing-more-to-prepare-young-people-for-the-world-of-work?utm_source=Weekly+Update&utm_campaign=da068315ad-EMAIL_CAMPAIGN_2016_11_21&utm_medium=email&utm_term=0_1440e439c4-da068315ad-104537757 iv https://educationdatalab.org.uk/wp-content/uploads/2017/07/Pipworth-Community-Primary-School-case-study.pdf	
f. Lack of focus and confidence due to poor	i https://www.nga.org.uk/About-Us/Campaigning/Spotlight-on-Disadvantage.aspx *…schools should adopt a more holistic outlook which recognises the value of both teaching and learning interventions and more pastoral initiatives. In doing so, they will need to carefully combine an awareness of the importance of*	

	mental health and wellbeing	*evidence driven decision making with an acknowledgement that schools should measure what they value rather than simply valuing what they can measure.* *http://www.sec-ed.co.uk/news/one-in-six-children-are-vulnerable-and-face-risks-to-their-wellbeing/*
g.	Safeguarding issues	i https://www.gov.uk/government/publications/keeping-children-safe-in-education--2