

November 2019



# **Pupil Premium Grant (PPG) Strategy 2019-20**

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## 1. Introduction

The Department for Education provides Pupil Premium funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The pupil premium for each year includes pupils recorded in the January school census who are known to have been eligible for free school meals (FSM) over the last six years, as well as those first known to be eligible at the time of the census in January.

The current amount of grant allocations are calculated as follows:

- £1,320 per pupil for each Ever 6 FSM full time equivalent (FTE) pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium;
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium;
- £2,300 per pupil for each post-LAC in year groups reception to year 11;
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

For pupils recorded aged 5 and over on the school census, PPG is allocated on the basis of sole and dual main registrations only.

## 2. Overview

### Principles

We are committed and strive to ensure that:

- Teaching and learning opportunities meet the needs of all of the pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged nor will those who are socially disadvantaged all be on school meals.
- The main thrust of our work in the area of Pupil Premium Pupils is aimed at, either directly or indirectly, accelerating progress academic progress as this a key aspect of cultural capital which will help redress their disadvantages.
- The most appropriate support is decided upon by looking at in-school impact data from previous similar initiatives as well as research evidence.
- We are mindful that many of our disadvantaged pupils are supremely talented and attain well. These pupils may face obstacles later in life which their peers do not. They may also not have the same cultural or social capital to draw on as their peers. Where possible, it is important that we support these pupils to have as strong a start as possible in life.

## Potential Risks and Barriers Faced by Our Pupils Eligible for the Pupil Premium Grant

We are aware that often the disadvantaged pupils and those eligible for Pupil Premium funding:

- Start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils since they have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
- Begin school with limited exposure to formal spoken English, having spoken a language other than English at home or have limited opportunities for conversation during their formative years.
- Find reading comprehension challenging and perform less well than their peers due to a lower exposure to a wide vocabulary at home
- Live in cramped, busy households which limits their access to materials and experiences supportive of educational success and consequently this can affect their confidence and knowledge of the key basic skills such as times tables.
- Have parents who lack the confidence or educational experience to support their children with learning at home.
- Have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.

Other challenges faced by some of our most able disadvantaged pupils are that they may not have aspirational home backgrounds. They may have limited opportunities for social, cultural or educational experiences beyond their immediate environment and are growing up in more stressful environments than their peers which may have an impact on their ability to learn.

### 3. Pupil Premium Spend 2018/19

#### Pupil Premium Spend 2018-19

Table 1.

<b>Number of pupils on roll</b>	411
<b>Number of pupils eligible for PPG</b>	124 + 3 LAC
<b>Amount of PPG funding per pupil</b>	£ 1,320
<b>Post LAC and CLA children</b>	3
<b>EYFS PPG</b>	£ 413.40
<b>Amount of PPG funding</b>	£ 170,580

Table 2.

	% of PPG accessing*	Total cost	Amount of PPG spend
1. To narrow the attainment gap between PPG pupils and the school average.			
SLT Taking class	75%	£34,140	£25,605
PPG children's needs identified, progress tracked regularly and provision monitored by phase leaders	100%	£15,499	£15,499
Teacher employed in KSI 2 days per week to enable quality first teaching in smaller groups	20%	£20,112	£4,022
HLTA employed in Year 6 to enable quality first teaching in smaller groups	75%	£37,956	£28,467
London Academy of Music and Dramatic Art training in (LAMDA) in KS2	50%	£23,299	£11,649
Supporting Pupils with SEND with individual support	100%	£6,150	£6,150
Easter School for Year 6	100%	£732	£732
Speech and Language Therapy	29%	£16,101	£6,640
Class Teaching Assistants supporting PPG pupils	15%	£177,384	£26607

2. To improve PPG children's social and cultural experiences.			
Coordinating PPG preferential access to sports clubs	5%	£62,164	£3,108
Facilitating free-access to football clubs	30%	£3,868	£1,160
Instrument lessons	100%	£4,050	£4,050
Sailing in Year 6	36%	£1,120	£403.2
Mentoring for Year 6 pupils (Reach Out!)	100%	£2,700	£2,700
Subsidised residential visit (Kench Hill)	100%	£3,800	£3,800
3. To support the most vulnerable pupils in receipt of the PPG by ensuring access to in-school therapeutic services and support which develop social and emotional well-being			
Learning mentor support	60%	£48,774	£29,264
TA dedicated to support with behaviour and well-being	50%	£22,309	£11,154
Free breakfast club	100%	£6,650	£6,650
Pupil Premium champions	100%	£1,606	£1,606
Total expenditure			£189,266

\*Will fluctuate through the academic year in certain areas.

#### 4. Pupil Premium Grant Impact Review 2018-19

##### I. To narrow the attainment gap between PPG pupils and the school average.

Table 3.

2018/19 Cohort	Maths Gap between PPG and All pupils (%)		Reading Gap between PPG and All pupils (%)		Writing Gap between PPG and All pupils (%)	
	July 2018	July 2019	July 2018	July 2019	July 2018	July 2019
Year 2	4	10	-2	9	3	7
Year 3	3	12	0	4	3	8
Year 4	41	27	19	27	30	33
Year 5	4	2	3	13	-2	18
Year 6	7	6	11	5	1	0

Increase in Gap

Reduction in Gap

Anomaly to be looked in to further

##### Commentary on Successes:

Year 6s has an excellent Quality First Teaching offer and has had a reduced gap across the board. Additionally, they still operate on a 3 teacher system (2 qualified teachers and 1 excellent HTLA who can take whole classes) which enables an excellent chance for our pupils who are just behind expectations to catch up.

Maths has been well-led throughout the school and was a focus last year. There is a very clear mastery-based whole-school curriculum in place and a reduced chance for variation in pedagogically from year group to year group. Competitive elements like Times Tables Rock Stars have helped boost progress in KS2.

Good practice coming out of the green areas which we are expanding through the school includes:

- Year 6 sharing elements of their practice (such as tracking scores in daily maths fluency activities) with Year 5
- Rolling out of Times Tables Rock Stars-like programs throughout the school (Numbots in KSI and Mathletics for pupils behind expectations)
- Looking into whether similar programs can be implemented in reading comprehension and spellings.

NB: Year 1 are not included as there is not comparable data from their Reception year, however they have a very strong PPG cohort equalling and surpassing their non-PPG peers in all areas.

##### Commentary on areas where the target was not achieved:

Generally there is far more red than last year which is disappointing. As ever, it is a mixture of improvement in whole-school systems alongside in the targeted work which shall improve outcomes for these pupils. Largely practice in 18-19 was the same as practice in 17-18 where the gap was reduced in nearly all areas so there is also an

element of 'not throwing out the baby with the bathwater'.

As well as above good practice being extrapolated from our green areas (see above), we feel that phonics delivery in general needed to be improved and that improving our class teaching will always be the first port of call for these pupils. Both of these are on our whole-school priorities and high on our day to day agenda. There shall be more commentary on how we chose to progress in our 2019-20 strategy (to follow). More specifically, there is a feeling that though PPG pupils were well targeted for extra interventions, they could be better targeted during whole-class teaching and this has fed into our teachers' targets in Performance Management.

**Table 4.**

PPG Pupils working at Greater Depth						
	Maths		Reading		Writing	
	Jubilee	National Average	Jubilee	National Average	Jubilee	National Average
Year 1	40	↑ 20	30	↑ 19	50	↑ 13
Year 2	10		0		5	
Year 3	25	↑	21	↑	14	↑
Year 4	19		19		12	
Year 5	18		5		5	
Year 6	13	19	42	21	42	18

Ahead of Hackney PPG Averages

Behind Hackney PPG Averages

Year 2 (as was) remains a concern in all areas attainment-wise. This is well documented in a school case study (available on request) which outlines both what has been put in place for this cohort and how we aim to improve their attainment going forward. Greater depth in PPG in Y6 is twice as high as borough averages in reading and maths leading us to believe that writing attainment (the only, potentially, subjectively assessed area) is over assessed in other schools. Year 5 above is now in Year 6 and subject to the same programme and methods which yielded the excellent scores of last year's Year 6. We expect to see similar improvement in the current y6 cohort.

## **2. To improve PPG children's social and cultural experiences.**

Amongst the social and cultural experiences subsidised or orchestrated for the PPG pupils were:

Preferential access to sports clubs

Free-access to football clubs

Instrument lessons free

Sailing in Year 6 free

Mentoring for Year 6 pupils (Reach Out!)

Subsidised residential visit (Kench Hill)

Panto trip free

The impact of such measures is generally qualitative as opposed to quantitative. Though we would feel they contributed to good academic progress, we mainly discuss them on a case by case basis asking questions such as 'what was the quality of the activity?', and 'did this provide access to an experience that will broaden their horizons and/or engagement with school?' Achieving 'Artsmark' status is a school priority and one that we feel benefits pupils who are culturally/creatively under-nourished particularly. We were generally satisfied with the quality and impact of the above. Reach Out! were aware that their offer needed to improve and it has done so.

## **5. To support the most vulnerable pupils in receipt of the PPG by ensuring access to in-school therapeutic services and support which develop social and emotional well-being**

Our Learning Mentor works with pupils to improve their self-image, confidence and motivation with the aim of raising their expectations of their potential and attainment. She also helps to improve their social skills and forming positive relationships with staff, peers and family improving their attitude and behaviour.

Our Behaviour Mentor works with pupils who are struggling or choosing not to behave appropriately. A high proportion of these pupils are our PPG pupils. Amongst her tasks this year have been: pre-emptive checks on pupils; support in class of disruptive pupil; target setting for behaviour; identity work with black boys and girls looking into their culture; restorative work after disputes; helping children to understand and regulate their emotions and talking pupils through their behaviour and how it might affect others.

As with above, the impact of our mentors is largely qualitative but, as an expensive resource, its effectiveness is closely monitored. The continued drive is for their work to be pre-emptive as opposed to reactive. They are likely to have a large part in our upcoming work on Young Black Men in the areas of, for example, building cultural identity.

Free Breakfast Club places have proven an invaluable resource for the 10-12 pupils to whom it has been offered. It has enabled us to ensure that targeted PPG pupils definitely get a filling breakfast; are at lessons on time and have a calm start to the day. It has also enabled our mentors (who ran the club) to be able to ensure these pupils are emotionally ready for the school day if they are holding onto any issues that may have occurred at home over night.

## 5. Pupil Premium Planned Spend 2019/20

Table 5.

<b>Number of pupils on roll</b>	<b>426</b>
<b>Number of pupils eligible for PPG</b>	<b>114</b>
<b>Post LAC and CLA children</b>	<b>3</b>
<b>Amount of PPG funding per pupil</b>	<b>£1,320</b>
<b>Amount of PPG funding - LAC</b>	<b>£2,300</b>
<b>Amount of PPG funding</b>	<b>£153,420</b>

Our whole school priorities inform the allocation of the PPG budget which we receive on an annual basis and is related to the number of children who are identified as eligible for PPG.

### Whole School Priorities

- Raising Attainment
- Improving Early Literacy
- Developing Science
- Creativity: Regaining Artsmark
- School Environment



## Pupil Premium Grant Aims

1. To narrow the attainment gap between PPG pupils and non-PPG pupils.
2. To ensure that higher-attaining PPG pupils achieve similarly or better than higher-attaining PPG pupils nationally.
3. To improve PPG children's social and cultural experiences.
4. To support the most vulnerable pupils in receipt of the PPG by ensuring access to in-school mentoring services and support which develop social and emotional well-being.

## Commentary

Though the gap in the last academic year was not reduced in some areas (Table 3), our present model has yielded and generally maintained significant reductions in the gap (see previous reports/strategies). Due to this we intend to continue with largely the same model of PPG spend this academic year. The decreasing numbers of PPG pupils through the school means that performance of one or two pupils can produce large swings in performance percentages. Our overall pot is reduced by £17,160 and we presently have no PPG pupils in EFYS which is why they are not mentioned in Table 5.

In the 3 cohorts where the gap generally, marginally, increased (present Years 3, 4 and 5), the new targeted provision includes:

- HLTA to teach focus groups of pupils behind ARE
- Introduction of 'Matheltics' Online Learning programme
- Phase leader releasing teachers for writing tutorials
- Ensuring maintained close monitoring of individual pupils in Pupil Progress meetings
- Ensuring appropriate and maximised use of teacher support time and improved reading monitoring and culture in present Year 5

	% of PPG accessing	Total cost	Amount of PPG spend
1. To narrow the attainment gap between PPG pupils and the school average.			
Member of SLT releasing Class Teachers in Years 4 and 5 to do individual writing tutorials.	63%	£23,466	£14,784
Member of SLT releasing Class Teachers in Years 1 and 2 to work with target pupils.	7%	£23,466	£1,642
Teacher to relieve Year 5 Class Teacher to do writing tutorials with her pupils.	40%	£34,485.12	£1,724
PPG children's needs identified, progress tracked regularly and provision monitored by phase leaders	100%	£15,499	£15,499

Teacher employed in KSI 2 days per week to enable quality first teaching in smaller groups (from 01.02.20).	16%	£34,485.12	£3,678
HLTA running Maths interventions in Years 3, 5 and 6. Also running Year 3 reading sessions.	53%	£18,769.80	£9,947
HLTA employed in Year 6 to enable quality first teaching in smaller groups.	92%	£38,953.56	£7,167
HLTA running phonics tutoring and 1:1 reading sessions.	16%	£34,179.24	£5,468
Supporting Pupils with SEND with individual support	100%	£6,150	£6,150
Easter School for Year 6	100%	£732	£732
Speech and Language Therapy	29%	£16,101	£6,640
Class Teaching Assistants supporting PPG pupils	13%	£177,384	£23,059
'Mathletics' online learning package	100%	£720	£720

2. To improve PPG children's social and cultural experiences.			
Coordinating PPG preferential access to sports clubs	5%	£62,164	£3,108
Facilitating free-access to football clubs	30%	£3,868	£1,160
Instrument lessons	100%	£1,350	1,350
Sailing in Year 6	38%	£1,120	£1539
Mentoring for Year 6 pupils (ReachOut!)	100%	£2,500	£2,500
Subsidised residential visit (Kench Hill)	100%	£600	£600
3. To support the most vulnerable pupils in receipt of the PPG by ensuring access to in-school mentoring services and support which develop social and emotional well-being			
Learning mentor support	59%	£ 52,821.48	£31,164
TA dedicated to support with behaviour and well-being	60%	£ 25,432	£15,259
Free breakfast club	100%	£6,650	£6,650
Pupil Premium champions	100%	£1,606	£1,606
			<b>£162,146</b>

Total expenditure	
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