

Research background to our use of Pupil Premium Funding 2016-17

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

Back ground research

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

Effective feedback

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

Average Impact: +8 months

Meta-cognition and self-regulation strategies

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

Average Impact: +8 months

As a result of this research evidence, the school has employed a specialist in Assessment for Learning to work with the classroom based staff to improve the quality of feedback, questioning, pupil self-regulation and peer to peer support. We will continue to build on this work which was introduced in 2014 and continue to research best practice in these areas supported by further work in growth mindset, Kagan structures and lesson study.

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

Pupil Premium Strategy 2016-17 – Total Funding available: £102,940

Whole school strategy

What is it we want to change?	What action are we taking to effect this change, using PP funding?	Cost	What is the net impact on pupil attainment and progress?
We want to ensure that we are maximising progress by employing the most effective strategies within the Pupil Premium toolkit, which are meta- cognition, effective feedback and marking and learner engagement.	<ul style="list-style-type: none"> • Audit of Assessment for Learning carried out by Bill Thompson. • Coaching sessions for individual staff to improve the effectiveness of their AfL strategies. • Coaching and support for new Teaching and Learning coach 	£1000	.
Needs analysis identified many PP children not attending school often enough or being punctual enough.	Continue to employ family support worker who can ensure that children are in school and learning and work with DHT to continually improve attendance.	£13186	
Based on a needs analysis of PP children, support with social and emotional aspects of play especially at lunchtime is critical to help develop skills of sharing, problem solving and co-operating.	Continue to employ team of 3 playworkers to support the development of social and emotional skills of PP children at lunchtimes.	£8791	
We need to continue to track the performance of PP children more closely as a discrete group so that we can keep regular checks on progress.	Subscription to tracking system which allows us to monitor the progress of PP children closely and regularly.	£900	
We need to track and monitor the progress of PP children in Reception class.	Purchase tracking software from 2Simple to monitor and record progress and attainment in Reception.	£600	
To improve quality first teaching for Pupil Premium children.	Freeing teaching and learning coach from class teaching responsibilities one day per week.	£5876	
Total	£30,353		

Class based strategies

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	Additional Cost	What is the net impact on pupil attainment and progress?
<p>Reception</p> <p>5 children</p>	<p>We want to close the gap between PP and non PP children in Reading, Writing and Maths whilst raising the attainment of all children.</p> <p>Gaps on entry: Reading = 7%, Writing = 4%, Maths = 44%</p>	<ul style="list-style-type: none"> ✓ literacy based curriculum ✓ Mop up of lost learning from absence, lateness, home reading ✓ development of writing grips using fine motor activities ✓ Growth mindset environment to remove the 'fear' of literacy ✓ Monitor the 'engagement' level of PP during self initiated ✓ Specific, focused intervention of low ability pupil premium (GK) 	<p>Cost of 2 x Full Time Teaching Assistant Support</p>	
<p>Year 1</p> <p>8 children</p>	<p>We want to close the gaps between PP and no-PP children in Reading, Writing and Maths.</p> <p>Gaps on entry to Year 1: Reading =33%, Writing =25% and Maths =17%</p>	<ul style="list-style-type: none"> * Daily Interventions in Writing, Reading and Maths with support in lessons from teacher and TA * Targeted next step activities * Social Skills Groups 	<p>Cost of 2 x Teaching Assistant Support</p>	
<p>Year 2</p> <p>9 children</p>	<p>We want to close the gap between PP and non PP children in Reading, Writing and Maths whilst raising the attainment of all children.</p> <p>Gaps on entry to Y2: Reading = 8%, Writing = 24%, Maths = 12%</p>	<ul style="list-style-type: none"> * Differentiated groups Thurs/Fri across classes in Maths to target next steps * Interventions planned to support accelerated progress for PP children with TA in the afternoons * Targeted support in class from teacher and TA 	<p>Cost of 2 x Teaching Assistant Support</p>	

<p>Year 3</p> <p>13 children</p>	<p>We want to close the gap between PP and non PP children in Reading, Writing and Maths whilst raising the attainment of all children.</p> <p>Gaps on entry to Y3: Reading = 50%, Writing = 41%, Maths = 52%</p>	<p>*Reading – Timetabled Reading intervention sessions from the TA (HB)</p> <p>*Writing - Timetabled Writing intervention sessions with TA (HB)</p> <p>*Maths – Timetabled Maths intervention with TA (HB).</p> <p>Maths will be also be addressed through additional number & calculation sessions and differentiated objectives in maths lessons.</p> <p>Mrs Williams following the Y3 Intervention timetable which largely focusses on PP children as this is where the gap is greatest.</p>	<p>Cost of 1 x Teaching Assistant Support</p>	
<p>Year 4</p> <p>9 children</p>	<p>We want to close the gap between PP and non PP children in Reading, Writing and Maths whilst raising the attainment of all children.</p> <p>Gaps on entry to Y4: Reading = 60%, Writing = 52%, Maths = 52%</p>	<p>* Reading: Timetabled interventions with HB.</p> <p>* Writing: Timetabled interventions with HB.</p> <p>* Maths: Timetabled interventions with HB.</p>	<p>Cost of 1 x Teaching Assistant Support</p>	
<p>Year 5</p> <p>13 children</p>	<p>We want to close the gap between PP and non PP children in Reading, Writing and Maths whilst raising the attainment of all children.</p> <p>Gaps on entry to Y5: Reading = 19%, Writing = 50%, Maths = 57%</p>	<ul style="list-style-type: none"> • Intervention for reading, writing and maths each morning - TA • One to one adult readers in the afternoon 	<p>Cost of 1 x Teaching Assistant Support</p>	

<p>Year 6</p> <p>8 children</p>	<p>We want to close the gap between PP and non PP children in Reading, Writing and Maths whilst raising the attainment of all children.</p> <p>Gaps on entry to Y6: Reading = 58%, Writing = 55%, Maths = 29%</p>	<p>* 1-1 reading sessions with TA at least twice a week.</p> <p>* Times table work with SEN – TA</p> <p>* Focussed support in class from TA and teacher in writing</p> <p>* Additional maths intervention – TA</p>	<p>Cost of 2 x Teaching Assistant Support</p>	
<p>Total pupils registered as PP = 65 (16% of school population)</p> <p>Total class based TA spend: 2 days per week</p> <p>TA3 FT x 3, TA2 FT x 1, TA2 0.6 x 7</p> <p>Total TA support for Pupil Premium children = £66470</p>				
		<p>Total expenditure to this line</p>	<p>£96,823</p>	<p>Unallocated to date = £6117</p>
<p>Additionality in responding to need.</p>				
	<p>Small contingency to meet unforeseen need</p>			
		<p>Total of additionality</p>	<p>£</p>	
			<p>Grand Total for Pupil Premium Expenditure</p>	<p>£96,823</p>

References:

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

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

Ofsted (September 2012, No. 120197) Report summary ‘The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils’.