

## Key principles

### 1 Schools can make a difference

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators.

However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

### 2 Evidence can help

Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.

Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

### 3 Quality teaching helps every child

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.

### 5 Support middle and high attainers too

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.

For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

### 4 Implementation matters

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

The EEF's School's Guide to Implementation offers guidance applicable to any school improvement decision, based around this implementation cycle:



## Pupil Premium myths

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### **MYTH: "Only eligible children can benefit from Pupil Premium spending"**

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

### **MYTH: "The Pupil Premium has to be spent on interventions"**

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.

### **MYTH: "All data is good data"**

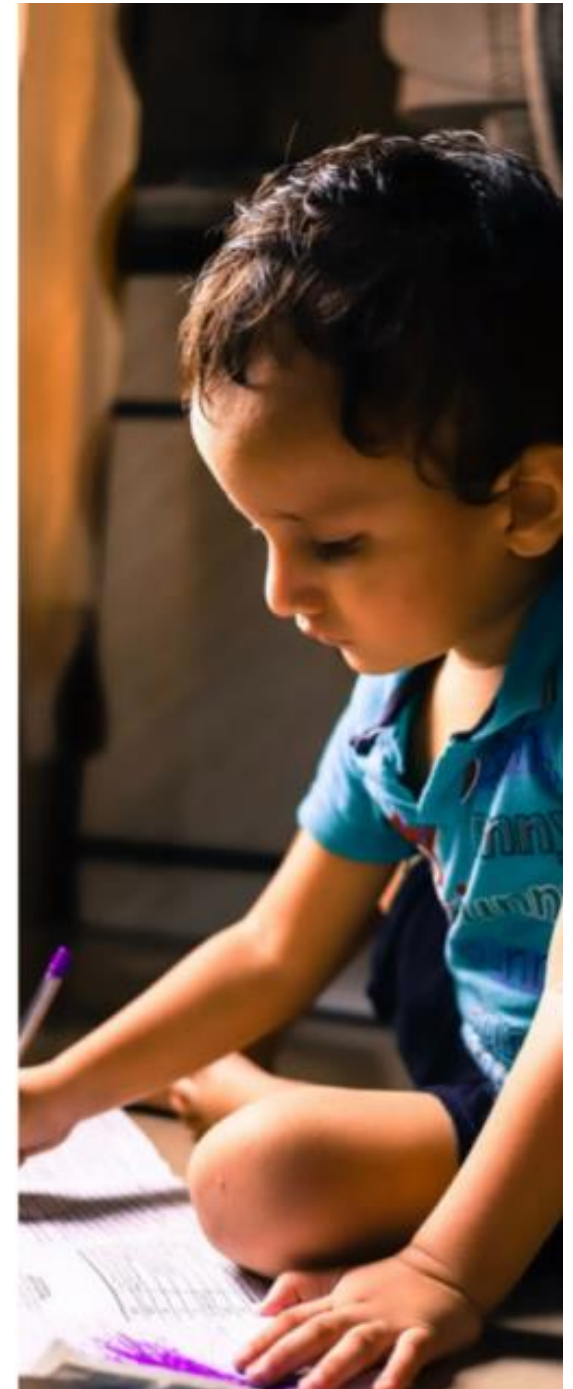
Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support. It might also be helpful for schools to compare the outcomes of their eligible pupils to schools serving similar populations. The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the Department for Education or Ofsted.

### **MYTH: "Pupil Premium strategy can be separated from whole school strategy"**

The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

Schools may need to consider who is primarily responsible for their Pupil Premium spend to ensure it is someone best placed to lead whole school improvements to teaching and learning.

“ Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils ”





# A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

## 1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

## 2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

## 3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



### Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.

# PUPIL PREMIUM TIERED MODEL

## Grove Street Primary School 2019-2022

### 1 Teaching

Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff

Rigorous and methodical approach to teaching of basic skills: number bonds/times tables/phonics/grammar

Whole school focus on extending children's vocabulary across all curriculum subjects "Making Words Work". Welcomm assessments in EYFS. Speech & Language

Read, Write, Inc.

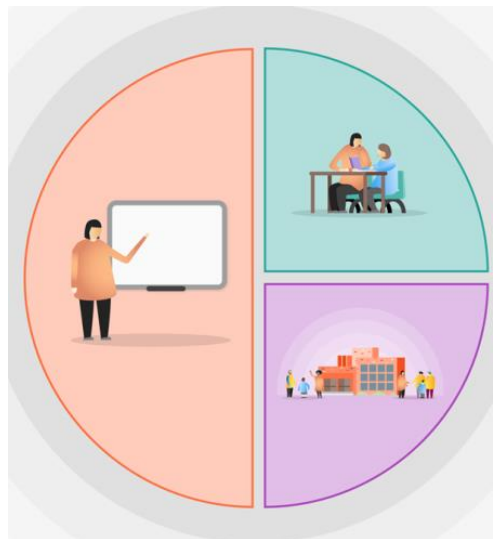
- Development Days (observing learning & teaching, coaching, focused action plans).
- RWI 6 weekly assessment tracking- teaching tailored to children's individual needs.
- RWI CPD weekly for all staff, coaching with Reading Leader daily.
- Dedicated Reading Leader- assesses all children (phonic knowledge & reading fluency) for consistent & accurate assessment & tracking; monitoring quality of teaching

DfE English Hub – professional support, monitoring reports and action plans

DfE Maths Hub– professional support, monitoring reports and action plans

Power Maths

NQT Programme- CPD internal & external



### 2 Targeted academic support

Dyslexia teacher- 1:1 teaching

RWI 1:1 Daily intervention (lower 20% & any child below RWI ARE)

Lowest 20% readers –focused guided reading with teacher

### 3 Wider strategies

Mental Health & Wellbeing Hub- 'The Bungalow'

3 x Emotional Literacy Support Assistants (ELSA's) trained by Educational Psychologists- support for individual children & families with emotional support & attendance

ADHD Foundation- individual counselling, CPD, parental support

Behaviour CPD for all staff- 'When Adults Change, Everything Changes' (Paul Dix); Zones of Emotional Regulation; NFER STARS Incredible Years; Adverse Childhood Experiences (ACE's)

Attendance strategies including free breakfast for all children, outdoor learning area, family support

# Grove Street Pupil Premium Strategy Statement



## School overview

School name	<b>Grove Street Primary School</b>
Pupils in school	283 (339 including Nursery & 2s)
Proportion of disadvantaged pupils	57% (161)
Pupil premium allocation this academic year	£233,323
Academic year or years covered by statement	2019-22
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Tim Kelly (CoG)
Pupil premium lead	Lisa Walsh
Governor lead	Nicky Cornford (Vice-CoG)

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.2
Writing	-2.1
Maths	-4.1

## Disadvantaged pupil performance overview for last academic year

Measure	Reading	Writing	Maths	RWM Combined
Meeting expected standard at KS2	50%	54%	50%	50%
Achieving high standard at KS2	17%	17%	13%	4%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>Engage with DfE English Hub and RWI Consultant to continually drive the standards of teaching in phonics.</li> <li>Dedicated Reading Leader- assesses all children (phonic knowledge &amp; reading fluency) for consistent &amp; accurate assessment &amp; tracking; monitoring quality of teaching</li> <li>RWI CPD weekly for all staff, coaching with Reading Leader daily.</li> <li>RWI 6 weekly assessment tracking- teaching tailored to children's individual needs.</li> <li>Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI phonics scheme effectively.</li> <li>RWI Development Days (observing learning &amp; teaching, coaching, focused action plans).</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Work with the DfE Maths Hub and purchase textbooks to embed Teaching for Mastery across all year groups</li> <li>DfE Maths Hub– professional support, monitoring reports and action plans</li> </ul>
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£52,000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils to National average	Sept 22

## Focused support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1



### Targeted academic support for current academic year

Measure	Activity
Priority 1	Dyslexia teacher- 1:1 teaching RWI 1:1 Daily intervention (lower 20% & any child below RWI ARE)
Priority 2	Lowest 20% readers –focused guided reading with teacher
Barriers to learning these priorities address	Low levels on entry particularly in communication, literacy and language skills. Encouraging wider reading
Projected spending	£93,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Mental Health & Wellbeing Hub- 'The Bungalow'  3 x Emotional Literacy Support Assistants (ELSA's) trained by Educational Psychologists- support for individual children & families with emotional support & attendance  ADHD Foundation- individual counselling, CPD, parental support  Behaviour CPD for all staff- 'When Adults Change, Everything Changes' (Paul Dix); Zones of Emotional Regulation; NFER STARS Incredible Years; Adverse Childhood Experiences (ACE's)
Priority 2	ELSAs to support families with attendance and acute need. Attendance strategies including free breakfast for all children, outdoor learning area, family support

Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for the most disadvantaged children</p> <p>Low attendance, persistent absenteeism and poor punctuality</p> <p>Low self-esteem and self confidence, poor mental health from stressful and complex circumstances</p> <p>Social and economical factors – including life experiences</p> <p>Ensuring staff understand emotional regulation and can recognise children's behaviours as a form of communication</p>
Projected spending	£88,500

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and staff meetings. Use of all all staff in EYFS & KS1 for RWI allows for release of Reading leader to provide daily coaching support
Targeted support	Ensuring enough time for teacher led 1:1 phonics	Small cohorts – classes join together for PM with Teacher & TA support to enable teacher led RWI 1:1 sessions
Wider strategies	Engaging the families facing most challenges	Supportive team in school including ELSAs and working closely with a range of other agencies to support our families