

Saint Peter's Church of England Primary Aylesford

Pupil Premium Grant Plan

September 2018 – July 2019

Background to Pupil Premium Funding

In 2011-2012, the Government launched its Pupil Premium Funding. The Pupil Premium is allocated to both mainstream and non-mainstream schools for children who are of statutory school age and who satisfy at least one of the following criteria: children who have been eligible for Free School Meals (FSM) at any point in the last 6 years; children who have been 'Looked After' continuously for more than six months; children adopted from care, and children whose parents are currently serving in the armed forces.

The amounts allocated to children vary slightly according to which criteria they fall into – but all children in each criteria receive the same amount. The money is allocated to support initiatives aimed at ensuring that these pupils reach their full potential both academically and socially.

However, it must be realised that not all pupils who are in this Pupil Premium category will be in any way disadvantaged. It is simply not the case that all children who have a parent serving in the armed forces will be disadvantaged and in need of interventions to reach their full potential. Similarly, not all children who are or were ever in receipt of free school meals will be disadvantaged. The details of this initiative are such that a child who was temporarily in receipt of Free School Meals for a short period during their Reception Year will be classed as Pupil Premium for the remainder of their primary school life and will continue to be in receipt of the funding grant. Hence some Pupil Premium children will never have need for the grant allocation to be spent on specific interventions to ensure they reach their potential.

Consequently the principle by which this school uses the Pupil Premium Grant is as follows:

Firstly, we will allocate the entirety of the grant to fund specific interventions and programmes of support for the individual child *if such are necessary* in order to ensure that the child reaches their academic and social potential.

Secondly, we will allocate the grant as and when required to fund specific interventions and programmes of support for children who do not normally require such, but may do so at certain periods – i.e. when a parent in the military is on a tour of active service abroad.

Thirdly, we will use the grant to support the whole school budget in order to maintain our current practice of having all children taught in classes of 24, with

qualified teachers, supported by an extensive team of teaching assistants in well-resourced and maintained classrooms.

Principles behind the Maximisation of Pupil Progress, Attainment and Development

Quality first teaching is the most important factor relating to pupil progression and closing the gap between the attainment levels of the disadvantaged and non-disadvantaged pupils. Whilst money can be spent in a variety of ways to aid the progression of children, nothing is as important as ensuring that the children are taught by highly capable teachers who are able to deliver highly effective lessons. This means recruiting, retaining and developing the best teaching staff possible. It also means that the school must give these teachers the resources and time required to plan, prepare, deliver and assess their lessons, and to work with their pupils to ensure that the latter are as fully informed as possible about how they can improve their work.

Research shows that it is of fundamental importance that pupils receive timely, clear feedback on their work. Teachers need to provide pupils with reinforcement as to where their strengths lie and most importantly, clear feedback on what to focus on in order to improve where they are weaker. In order to progress, pupils need to feel actively engaged in their learning and to be provided with continuous guidance on how and where they need to improve their work further.

It cannot be over stressed that the single most important factor in ensuring that children progress in school is that they are taught well by good teachers. But it is also therefore of considerable importance that the school leaders ensure that teachers are provided with all that they require in order to be effective in their role.

School leaders must ensure that the school has an extensive and adequately resourced curriculum, set out with skills progressions across the year groups, so that teachers know what they have to achieve in their lessons, for each subject and each year group, and are able to do so.

It is then the responsibility of school leaders to ensure that the effectiveness of teaching and learning is monitored and steps are taken to address subsequently any weaknesses which are found. This can relate to a particular teacher's ability or that of the teaching staff as whole. School leaders will use CPD opportunities, including inset days, to address any such weaknesses.

They must also ensure that any special needs of pupils are clearly identified and planned for, and that appropriately capable staff are directed to address these needs through targeted interventions which are monitored for success.

Only once these factors are in place, can a school expect to ensure that pupils' academic progress is maximised.

Amendments to Practice 2018-19

The academic year 2017-18 was transitional, with a new Headteacher joining the school in September and a new SENCo joining in April 2018. Over the course of 2017-18 considerable time was spent monitoring the quality of teaching and learning both in terms of the teacher's effectiveness and the effectiveness of the interventions led by teaching assistants. Further time was spent monitoring how effective was the dissemination and use of information relating to specific pupils, groups and issues. The use of teaching assistants was reviewed, as was the effectiveness of marking and feedback practices within the school, and the use of homework. Finally, given that the educational attainment of some of our pupils is adversely affected by a more limited exposure to literature, a rich vocabulary, and wider learning experiences and opportunities, we also reviewed our curriculum to ensure that we were delivering the richest and most extensive curriculum possible to our children.

As a result of the findings, a number of changes have been made to these areas for 2018-19, which should enhance pupil progress and attainment. It is envisaged that further changes will be made from 2019 onwards.

A change was made to the mathematics curriculum during 2017-18. The school had partially adopted the mastery approach to teaching mathematics. However, this was only being followed in 2-3 year groups with the remainder following whatever approach was thought best by the teacher concerned. It was decided to fully implement the maths mastery approach and over the course of terms 1 and 2, this practice was developed in all year groups. The mathematics lead delivered ongoing inset to teachers, which continues into 2018-19, and the mastery approach is now firmly established as a whole school approach and will be embedded during 2018-19.

A similar situation was found to exist with English, with some classes delivering elements of Talk for Writing. Over the course of 2017-18, an English co-ordinator was appointed and she worked with an advisor to develop a new curriculum for introduction in 2018-19. The curriculum is based on the Power of Reading and has high quality literature at its core and a set skills progression, but also allows the development of creative practices.

Skills progressions were also developed for every curriculum area and teachers are now ensuring that their planning will address the objectives which are set out in these progressions. Subject co-ordinators will be freed over 2018-2020 to monitor lessons to ensure that this is the case.

Hence, for 2018-19, the school has strong curricular guidance for teachers, particularly in English and mathematics, where comprehensive schemes of work exist. It must also be emphasised however that alongside the set English curriculum, staff have also completed training in the use of art in developing creative writing. Hence they have a set structure for guidance in English whilst also being encouraged

to take every opportunity to enhance their teaching in this subject with additional opportunities for creativity.

A new marking and feedback policy was introduced during 2017-18. This policy has ongoing, targeted small scale verbal feedback and self-assessment at its core. School practice has moved away from providing extensive written feedback to pupils following the completion of work. As a development of this, in Years 4-6 pupils now spend extended periods self-assessing their written work and drafting what they have written in order to improve it.

A new homework policy was introduced during 2017-18. We continue to promote the practice and development of key skills, such as spelling, reading high quality literature, vocabulary development, the recall of times tables and number bonds etc, but teachers no longer set homework tasks which relate to class work. We do however promote participation in termly creative activities which relate to the Christian value being studied.

The timing and format of the parental reports was altered with the main report being delivered mid-year. Doing so provides both children and parents with information which they can then use in order to address weaknesses in the children's work and to focus on the development priorities which the teachers have identified for them.

During 2017-18, a specialist SENCo was employed at the school on a part time basis. She has altered the premise by which we allocate TA support to pupils. Comprehensive provision maps allow for targeted support for pupils. General provision TAs are no longer based in class but are used to address specific needs in mathematics and English across a whole key stage, in a targeted, measured manner.

Finally the scheduling and organisation of pupil progress meetings was altered for 2018-19, with governor involvement and greater connection to teacher's appraisal targets.

Allocation of Pupil Premium Grant 2018-19

As a result of the amendments made to our practice for 2018-19, school leaders feel that the school will be more able to ensure that we maximise the progress and academic attainment of all of our children. Ensuring that our general practice was in line with best practice was the necessary first step in ensuring that we could then spend our Pupil Premium Grant in the most effective manner possible. We can now use it to enhance the good practice which is becoming embedded at the school.

Governors were adamant that they wished to continue to invest in a high quality staff team. At St Peter's the governors have considered the heightened financial pressures which their school faces and have committed to retaining small classes of no more than 26 children, all being taught in distinct age group classes. We will not reduce the number of our teaching staff and introduce mixed age group classes. Rather, our priority for financial spending is to recruit and retain the best teaching staff possible for seven separate age group classes.

However, this decision does not in any way detract from our stated principle of allocating either the entirety or part of a child's Pupil Premium grant to fund specific interventions and programmes of support for the individual child if such are necessary.

The school holds a comprehensive provision map showing how the PPG is being spent for each child who receives such. This confidential document is reviewed by the governors charged with monitoring duties. The goal of the school is to increase the rates of progress for all of our children and our goal in relation to the PPG is to bring the rates of progress for PP children at least into line with those of non PP children.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	166
Total number of pupils eligible for PPG	26 (16%)
Total amount of PPG received	£ 34,240
Date of most recent Pupil Premium Review	LA review – Spring 2018
Date for next internal Review of this Strategy	November 29th 2018

Average steps progress made in-year 2017-18

(Excludes year R)

	Average steps increase reading	Average steps increase writing	Average steps increase maths
Whole School	5.87	5.88	5.76
Boys	5.80	5.73	5.80
Girls	5.93	6.01	5.72
Pupil Premium	5.12	5.48	5.20
FSM	5.33	5.75	5.67

Percentage on track to reach National Expectations in each of R, W & M – End of Year 2019

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Children	75	83	61	63	54	75
Boys	67	75	69	60	42	69
Girls	83	92	50	67	64	82
Pupil Premium	100	33	25	67	22	67
Number of PP	1	6	4	3	9	3

Monitoring arrangements, including Pupil Premium Strategy Review:

The impact of Pupil Premium funding on outcomes for pupils is monitored as part of our termly Pupil Progress meetings. These meetings are attended by the class teacher, the Head of the respective key stage, SENCo, the Assessment Co-ordinator and the Headteacher. Some of the meetings are also attended by a designated governor who reports to the FGB on the thoroughness of the process. At the meetings the progress of all pupils will be discussed, but obviously particular attention is paid to the needs of any children who are not progressing at a suitable rate and/or not achieving the required level of attainment for any reason, as well as a specific focus on the progress of any PPG children and a review of the class provision map. The class teacher will report on the effectiveness of any interventions being delivered and be able to discuss the need to continue, alter or commence any intervention for any particular child.