



Pupil Premium Report

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'I can do all this through Him who gives me strength.'

1. What is the pupil premium?

The **pupil premium** is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

2. How does the DfE define disadvantaged pupils?

'Disadvantaged pupils' includes pupils who:

were eligible for free school meals (FSM) at any point during the last six years and are children looked after (CLA). CLA are pupils who have been looked after continuously for six months (>=183 days) during the year and are aged between five and fifteen. The data do not cover those children looked after under respite care.

3. Who is the funding for?

The pupil premium is for:

- **Service children**
The Service Pupils' Premium is currently £300 per pupil. This enables schools to make more effective provision for the emotional and social well-being of service children.
- **Free School Meals and Ever 6 children**
The Deprivation Premium is currently £1,320 per primary pupil. This is for pupils who are eligible for free school meals (FSM) and for pupils who have been eligible for Free School Meals (FSM) at any point in the last 6 years. This is called the Ever 6 Measure.
- **Looked After and Adopted children (CLA)**
Looked after Child and Adopted from Care Premium is currently £2,300 per pupil. This is for pupils who have been looked after for one day or more or who have been adopted from care.



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4. How much money has the school been allocated within our budget for 2018?

Using the January 2018 census, the total pupil premium budget that we are in the process of receiving is **£130,000**.

This figure is based on having **99** eligible Pupil Premium pupils in the academic year 2017-18, excluding CLA and Service children. (We receive additional money for the nine Service Pupils and our one CLA: Child Looked After).

5. Historical Background

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and non-free school meals children by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Government decided that eligibility for the Pupil Premium should be extended to pupils who have been eligible for Free School Meals (FSM) at any point in the last 6 years. This is called the Ever 6 Measure.

Pupils who have been eligible for FSM at any point in the past generally have poorer academic results and consistently lower educational attainment than those who have never been eligible for FSM. The Government believe that those pupils should therefore benefit from the additional support that the Pupil Premium funding will be able to provide.

6. What is the school context?

Burdett-Coutts and Townshend School is a 1 to 2 form entry primary school serving an area of the City of Westminster close to Victoria Station. It is within walking distance of the Houses of Parliament.

We have high aspirations for our children. At Burdett-Coutts, we encourage our learners to be ambitious for themselves, and for others, by challenging and supporting them in questioning the world and in finding solutions. Our Christian vision is deeply rooted in our theological understanding of St Paul's letter to the Philippians:

"I can do all things through Him who gives me strength".



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Staff are committed to the belief that a thirst for knowledge and a dedication to a commitment to learning makes the difference between success and failure. Staff are determined to ensure that all pupils are given a chance to realise their full potential.

7. Who decides how the money is spent?

The Government has allowed schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Mrs R. Dyer (Headteacher) proposed how the money should be spent and this was agreed by the Governing Body.

Burdett-Coutts also has a Pupil Premium champion on the Strategic Leadership Team, Mrs E. Camplin, and a Pupil Premium Governor, Mr P. Carrivick.

8. Objectives of the Pupil Premium Spending

When making decisions about using PP funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

Our key objective in using the PP Grant is to diminish the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM children – this is also a national trend.

Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure they make accelerated progress in order to reach age-related expectations or better as they move through the school.

We have analysed our data thoroughly and we have made use of a range of research, such as parental engagement research, children as writers, good practice in using PP funding, the Sutton Trust research on within-school variance and the Sutton Trust School Tool Kit, to inform our decision making.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our PP spending.



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9. Key Principles:

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution focused” approach to overcoming barriers
- Staff supports children to develop “growth” mind-sets towards learning.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that are most effective.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium children and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, eg marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time the children have to “keep up” through:

- **Improving attendance and punctuality**
 - Providing earlier intervention (EYFS and KS1)
 - Extended learning out of school hours
 - Early mornings and after school clubs and classes



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• **Individualising Support**

- We will ensure that the additional support we provide is effective by:
 - Looking at the individual needs of each child and identifying their barriers to learning
 - Ensuring additional support staff and class teachers communicate regularly
 - Using team leaders to provide high quality interventions across their phases
 - Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise:
 - Beanstalk and Penguin Random House – volunteer readers
 - School home support – Anna Freud Family Service
 - Roundabout Dramatherapy
 - Parent Gym (part of the Mind Gym group)
- Providing extensive support for parents
 - To develop their own skills (literacy and maths)
 - To support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (eg targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (eg Sports Leaders, Bach Choir)

In addition, we are adopting a new whole school approach to supporting children in developing their skills as writers and there will be a focus on developing children's speaking skills to support this through the use of ICT in film making.

We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.

10. How are schools accountable?

The DfE holds headteachers and school governing bodies accountable for the impact of pupil premium funding in the following ways:

- performance tables, which show the performance of disadvantaged pupils compared with their peers;
- requiring schools to publish details online each year of how they are using the pupil premium funds and the impact it is having on pupil achievement;
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.



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11. What has been the impact of the additional funding on the attainment of the pupil premium pupils?

Using the January 2018 census, the total pupil premium budget that we received for 2017-18 was **£130,000**. This figure will be reviewed in the next financial year following the January 2019 census.

12. Summary of Disadvantaged Pupils working at or above Age-Related Expectations compared to Non-Pupil Premium Pupils – Summer Data 2018

Progress data has been highlighted in green where PP progress is better than non-PP progress.

YEAR 1	READING	WRITING	MATHS	
PP pupils (10)	90% (9)	50% (5)	80% (8)	<ul style="list-style-type: none"> A higher percentage of PP pupils were working at or above age-related expectations than non-PP pupils in Reading and Maths. PP pupils achieved particularly well in Reading, demonstrating the impact of RWI and small group interventions. PP pupils' Writing is lower than last year's 71%, while Reading and Maths are higher than last year so Writing will be targeted in Year 2 for 2018-19. An HLTA will be working in Year 2 to focus on writing. PP pupils made slightly better progress over the academic year than the non-PP pupils in all areas.
Progress (Expected progress in Y1 = 4)	4.6	4.4	4.3	
Non-PP (16)	69% (11)	69% (11)	75% (12)	
Progress	4.1	4.2	4.1	
YEAR 1	READING	WRITING	MATHS	
CLA pupils (0)	0	0	0	
Non-CLA (0)	0	0	0	



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YEAR 2	READING	WRITING	MATHS	
PP pupils (9)	89% (8)	67% (6)	78% (7)	<ul style="list-style-type: none"> The proportion of pupils achieving at or better than ARE in Reading and Maths is similar for both PP and non-PP children. PP pupils performed less well in Writing and this will be a PP focus for the next academic year. PP pupils did, however, make expected progress over the academic year in all areas and progress scores are marginally higher than non-PP pupils in all areas.
Progress (Expected progress in Y2 = 6)	6.3	6.1	6.3	
Non-PP (14)	86% (12)	79% (11)	79% (11)	
Progress	5.8	5.9	6.1	
YEAR 2	READING	WRITING	MATHS	
CLA pupils (0)	0	0	0	
Non-CLA (0)	0	0	0	

YEAR 3	READING	WRITING	MATHS	
PP pupils (28)	71% (20)	64% (18)	71% (20)	<ul style="list-style-type: none"> The numbers of pupils achieving at or better than ARE in all three subject areas are greater for PP children compared to non-PP children. Yet the % gap was -29% in Reading, -22% in Writing, and -29% in Maths. This is because each non-PP pupil comprises a larger proportion as there were significantly fewer non-PP pupils than PP pupils in the cohort. As with KS1, Writing is a priority for this cohort in 2018-19 and an HLTA is supporting these pupils from September. Progress for both PP and non-PP pupils is broadly the same within the expected range.
Progress (Expected progress in Y3 = 6)	6	6	5.9	
Non-PP (7)	100% (7)	86% (6)	100% (7)	
Progress	6.1	5.9	6.1	



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YEAR 3	READING	WRITING	MATHS
CLA pupils (0)	0	0	0
Non-CLA (0)	0	0	0

YEAR 4	READING	WRITING	MATHS	
PP pupils (14)	93% (13)	79% (11)	86% (12)	<ul style="list-style-type: none"> Both the numbers and proportions of PP pupils are better than the non-PP pupils in all areas, with only 1 PP pupil not achieving at or above ARE in Reading, 2 in Maths and 3 in Writing. Writing remains the weaker of the three areas for both PP and non-PP pupils, and the English Leader will be working with the class teachers on strategies and curriculum support next year.
Progress (Expected progress in Y4 = 6)	6.1	6.1	6.1	
Non-PP (11z)	73% (8)	64% (7)	82% (9)	
Progress	5.9	5.9	6.1	

YEAR 4	READING	WRITING	MATHS
CLA pupils (0)	0	0	0
Non-CLA (0)	0	0	0

YEAR 5	READING	WRITING	MATHS	
PP pupils (25)	68% (17)	48% (16)	68% (17)	<ul style="list-style-type: none"> The numbers of pupils achieving at or better than ARE in all three subject areas are similar for both PP and non-PP children. Yet the gap was -16% in Reading, -26% in Writing, and -16% in Maths. This is because each non-PP pupil comprises a larger proportion as there were fewer non-PP pupils than PP pupils in the cohort. Writing was by far the weaker area for
Progress (Expected progress in Y5 = 6)	6.1	6	6.1	



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				PP pupils, and also of concern for non-PP pupils. The English leader will be supporting Year 6 teachers this academic year and putting booster classes in place to target those pupils working below expected standards. <ul style="list-style-type: none"> The two Y6 class teachers will also be teaching the whole cohort English and Maths individually to ensure consistency and specialist teaching. Third Space Learning (1:1 Maths tutoring) will be put in place for PP pupils from September.
Non-PP (19)	84% (16)	74% (14)	84% (16)	
Progress	5.9	6	6.1	
YEAR 5		READING	WRITING	MATHS
CLA pupils (0)		0	0	0
Non-CLA (0)		0	0	0

YEAR 6	READING	WRITING	MATHS	
PP pupils (26)	58% (15)	69% (18)	46% (12)	<ul style="list-style-type: none"> The numbers of pupils achieving at or better than ARE in Reading and Writing are similar or greater for PP children compared to non-PP children. Yet the % gap was -16% in Reading, -10% in Writing, and -28% in Maths. However, the progress data shows that in Writing, PP pupils made better progress than non-PP pupils during KS2, in Reading PP progress was not as good and in Maths progress was the same. This cohort also had a large proportion of SEN pupils who were also PP, with 2 PP pupils having EHCPs and a number of others with considerable SEMH-related barriers to learning. <p>* Progress (based on KS1 SATS results and compared to all similar children nationally. 0 is the national average so 0+)</p>
Progress*	-1.6	1.1	-3.2	
Non-PP (19)	74% (14)	79% (15)	74% (14)	
Progress	-0.4	0.6	-3.2	



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				is positive)
YEAR 6	READING	WRITING	MATHS	
CLA pupils (1)	1 (100%)	1 (100%)	1 (100%)	
Non-CLA (45)	80% (35)	75% (33)	68% (30)	
The LAC pupil in this cohort made excellent progress throughout his time at our school and achieved at ARE in all areas. He received weekly small group Lego Therapy (a speech and language intervention) and 1:1 dramatherapy.				

13. What are the barriers faced by PPG?

- Attendance – statistically PP children are late and absent more often than non-PP children. The school works hard to communicate the impact of lateness and absence to parents through the school newsletter, coffee mornings and with direct texts, letters and phone calls.
- Speech, language and communication difficulties have a higher incidence amongst children from deprived backgrounds.
- Behaviour difficulties and learning behaviour difficulties are more likely amongst children from deprived backgrounds.
- Lack of breakfast in the mornings before school.

14. What has been the impact of the curriculum offer in the classroom and beyond?

In the classroom – impact

- In Years 1-5 PP pupils made good or better progress in all areas throughout the year, in most cases making the same or better progress than their non-PP counterparts. Year 6 PP pupils made very good progress in Writing from KS1-KS2. They benefitted from high quality teaching, the Power of Reading syllabus and booster classes with the English lead.
- In Years 1 and 4 PP pupils achieved substantially better than their non-PP peers. The consistency of RWI in Year 1 alongside the support of a strong TA and HLTA team have worked well to support these children as they transition into KS1. Year 4 also has no pupils on the SEND list, and with a statistical overlap nationally between SEN and PP pupils, the achievements of these pupils have not been hampered by any outlying difficulties.



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- The school works hard to communicate the impact of lateness and absence to parents through the school newsletter, coffee mornings and with direct texts, letters and phone calls.
- iPads for use in the classroom supports pupils' learning and enables PP pupils access to a more stimulating learning environment.
- Booster classes in Year 6 – these began before school in the Spring Term and were open to all but with a focus on PP children.
- Face to face and online tutoring in Maths and English for a small number of Year 6 pupils have raised pupil attainment in these areas.

Beyond the classroom – impact

- Pupils' attendance on paid educational visits, including the Year 6 residential trip.
- Dramatherapy – 1:1, paired and small group sessions targeting PP pupils, giving children a confidential space to work through difficult experiences and social, emotional and behavioural difficulties. As a result of this we are able to offer our most vulnerable or challenging pupils an engaging, motivational and individualised intervention, and school staff spend less time managing behaviour related to difficulties or experiences in our out of school.
- Anna Freud Centre – Family Group and individual child and family work with a specialist family therapist in school.

15. What is the strategy for More Able Disadvantaged pupils – both More Able Pupil Premium and Children Looked After?

More able disadvantaged pupils are those who are working above national expectations.

For CLA pupils we host termly PEP review meetings alongside Children's Services, the LA CLA facilitator, the carer/s and anyone else involved in the care and education of the pupil. At these meetings, aspirational SMART targets are set and reviewed, and resources are identified that will support specific difficulties or enhance their learning with greater challenge.

Pupil premium pupils identified as more able in any subject area are challenged through quality classroom teaching in the first instance. Educational visits, music tuition, after school clubs and tutors are also funded to enhance their learning opportunities in whichever area reflects their strength.

The target for more able disadvantaged pupils in 2018-19 is for an increase in pupils working at a greater depth at the end of Key Stage 2.

16. What is the rationale for the chosen interventions in 2018-19?

Interventions are selected for their effectiveness and are monitored carefully for value for money and pupil engagement.

The target for all disadvantaged pupils in 2018-19 is for all CLA and PP pupils to achieve in line with national expectations at the end of Key Stage 2. A particular focus across the school will be Writing,



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with the English Leader engaging all teaching staff in team teaching, observations and selected texts for whole class study. Maths also remains a whole school focus with a strong basis in the Mastery curriculum. The Maths Leader will continue to support all staff with implementing the Maths Mastery curriculum, including holding TRGs and becoming a leading specialist for other schools.

English Mastery will also be launched with all staff in September to push the focus on Reading, Writing and GPS. To enhance Reading attainment and progress, we will continue using the 'Cracking Comprehension' syllabus in booster groups with PP targeted by staff. Book Club will also be relaunched in September with a focus on discussion a range of texts with PP pupils. Streamed English lessons will be held across Year 6, supported by the English Leader and an HLTA.

We continue to hold our pastoral and specialist SLAs in high regard due to their significant contribution to pupils' wellbeing as well as academic achievement. We will continue to prioritise speech and language therapy, dramatherapy and the Anna Freud Centre family therapy. The Anna Freud input will be directed towards individual pupil and family therapy rather than the Family Group as it has been evaluated to have more impact in this way.

We will be utilising a trained coach from the organisation Parent Gym to run a multi-family group programme to offer parents a continued space to work together to share experiences, difficulties and support.

Third Space Learning tutoring will continue for Year 6 pupils but begin in September rather than later in the term to embed learning. The English Leader will have a teaching focus on Year 6 to support small group learning and to target gaps in knowledge.

17. How are staff deployed to meet the needs of the most able pupil premium pupils?

See plan on next page



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18. How do we intend to ensure value for money in spending our pupil premium funding at Burdett Coutts' for 2018-2019?

Year Group	Expenditure Item/project	Cost	Why have we chosen this resource? Objective	Intended Impact
Whole school	Paying for pupils' educational visits: 3 trips per year per pupil	£1,500	Ensuring access across the curriculum for all pupils	All pupils are will be able to attend all trips, ensuring access to the curriculum for all.
Whole school	Educational Psychology Service	£3,600	To pinpoint with greater accuracy underlying difficulties pupils may be facing in school or at home that are impacting on their learning.	<ul style="list-style-type: none"> Families and school working together to support pupils who may be struggling. Improved attendance, learning behaviours, removal of emotional barriers to learning, understanding of the pupils' wider needs.
Year 3	Music	£3,500	<ul style="list-style-type: none"> To improve pupil confidence, concentration, self-discipline and teamwork. To develop pupils' musical skills, knowledge and understanding primarily through performing but also in responding to music as composers, improvisers and listeners. 	
Year 6	Paying for Year 6 Pupil Premium pupils' residential trip	£17,000	Enabling pupils to access the outdoor learning curriculum.	Pupils' social skills and confidence will be enhanced.
Year 6	Third Space Learning	£4,179	Enabling Year 6 pupils to access the Maths Mastery curriculum.	1:1 Maths tutoring for Year 6 pupils.
Year 6	Year 6 Booster Teacher with specialism in English	£30,000	Quality daily teaching and sharing expertise: <ul style="list-style-type: none"> Setting high expectations Developing teachers' practice Ensuring consistent implementation of school initiatives Facilitating the sharing of good practice 	<ul style="list-style-type: none"> Improved quality first teaching Consistent implementation of practice and expectations across school (Lesson observations/ Monitoring file) Increased % of children working at or above, age-related expectations (Assessment Data)



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			<ul style="list-style-type: none"> Improving the quality of assessment Planning for and delivering interventions Covering absence Quality assurance Data Analysis Monitoring and evaluation 	
Whole School	Speech and Language Therapist	£2,500	<ul style="list-style-type: none"> Delivering 1:1 and small group input to help develop pupils' speaking and listening skills. Delivering training to teaching and support staff. Delivering parent workshops on aspects of speaking and listening to support child development from the Early Years. 	<ul style="list-style-type: none"> Increase in children's ability to speak in full sentences before writing. High quality professional training for all staff. Support for parents.
Whole School	HLTAs in EYFS/KS1 and Year 4	£30,000	<p>Individualising support at all levels:</p> <ul style="list-style-type: none"> Targeted to children with significant SEN who are also PP. EYFS/KS1 HLTA trained in RWI and runs sessions throughout the week targeting PP pupils not necessarily on the SEN list but who have difficulties or delay with Literacy and writing. Year 4 HLTA highly experienced in teaching small group and whole class English and Maths up to Year 6. 	<ul style="list-style-type: none"> HLTAs have excellent subject knowledge of the curriculum and their areas of intervention. All pupils taught by them will have access to high quality, targeted support with evidenced prior impact.
Whole School	Targeted parents' meetings	£2,520 supply cover costs	<p>Engaging Parents in Learning:</p> <ul style="list-style-type: none"> Targeted parents' meetings providing support/guidance with regard to curriculum, children's attainment and next steps 	<ul style="list-style-type: none"> Discussions with parents Targeted children to make accelerated progress
Whole	Family support	£15,431	Building belief:	Barriers to learning are overcome



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School	worker		<ul style="list-style-type: none"> • Providing additional support for children with a range of needs – emotional, behavioural, social, attendance/punctuality etc • Targeted family work to support families in overcoming barriers to attendance and barriers to children’s learning. 	and targeted children to make 6 steps + progress
Whole School	Targeted Extended School Places – 5 places across the school	£7,300	<p>Overcoming barriers – improving attendance and punctuality:</p> <ul style="list-style-type: none"> • Places provided in Breakfast Club and in after school provision. 	<ul style="list-style-type: none"> • Children have a good start to the school day with a healthy breakfast (discussion/observations) • Children take part in a range of enrichment activities, (Discussion, Observation, Attendance Register)
Whole School	Anna Freud Family Group	£2,063 + £1,064 Family Support Worker time	<ul style="list-style-type: none"> • Therapeutic treatment programmes for children and their families. • Therapeutic treatment programmes for individual pupils and their families outside of the Family Group setting 	<ul style="list-style-type: none"> • Psychiatric back up and assessments accessed as appropriate from AFC • High quality volunteer to work in school (when available) • Rapid crisis response • Skills and knowledge exchange to enhance staff CPD • Training opportunities • Individual needs of pupils and families catered for by highly skilled mental health professional • Weekly sessions and in-school follow up with SENCO and Family Support Worker • Rapid crisis response • Skills and knowledge exchange to enhance staff CPD
Whole School	Dramatherapy	£5,220	Supporting pupils who find it difficult to express themselves in a classroom context or who need help building confidence and self-esteem.	<ul style="list-style-type: none"> • Individual, paired or small group work to target specific areas of social, emotional or behavioural difficulty. • Give pupils a confidential



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				space to work through difficult experiences.
Year 6	Boosters HA and LA	£3,100	Extending School Hours: <ul style="list-style-type: none"> • Programme of revision • Set of resources from CGP to support booster classes 	Increased attainment in KS2 English and maths (Assessment Data)
EYFS	Talk Boost in EYFS and Year 1	£1,023	Individualising support at all levels: <ul style="list-style-type: none"> • Targeted to children with significant SEN who are also PP. • TA trained in Talk Boost and runs 4 sessions a week targeting PP pupils not necessarily on the SEN list but who have some difficulties or delay with language. 	<ul style="list-style-type: none"> • SEN children settle well and make good progress (Discussion, Observations and Assessment Data) • PP pupils make good progress in oracy and social communication from Talk Boost programme.
Total expenditure		£130,000		



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Appendix 1: Pupil Premium Expenditure

Research into effective ways to utilise the funding

In order to provide the best possible provision for those eligible for the Pupil Premium, we have been mindful of the research of the Sutton Trust.

In an effort to provide some guidance on the most effective ways to utilise the funding, the Sutton Trust published its *'Toolkit of Strategies to Improve Learning'*. This document (first published in May 2011) included the following statement which guided their research:

"Simply spending more on children from less affluent backgrounds...will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area shows that it is a complex issue indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money will be vital so that funding can help raise pupils' attainment and aspirations."

The Toolkit identified a range of strategies at present being used in schools and sought to outline the benefits of those approaches against the cost to the school. The aim was to assist schools in identifying those strategies which could be of potential benefit to the individual school in their own setting, context and to meet their specific need. The three approaches seen to be most effective when the cost was judged against the impact were:

- **Effective feedback** – teachers set challenging tasks and provides feedback which is positive and meaningful. It should focus upon what is right and not wrong, be specific and provide encouragement.
- **Meta-cognitive and self-regulation strategies** – teaching approaches which make learners' thinking about learning more explicit. Within the classroom this is usually achieved by teaching pupils to plan, monitor and evaluate their own learning. It is best utilised through small group work activities and through mutual support and discussion.
- **Peer tutoring/peer-assisted learning strategies** – pupils work in pairs or small groups to provide explicit teaching support. In most cases pupils take on the responsibility for aspects of the teaching and evaluating the successes of their peers.