



Pupil Premium Report

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Pupil Premium Governor: Narissa Bowles

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.

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.

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 £1,900 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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How much money has the school been allocated within our budget for 2017-2018?

Using the January 2016 census, the total pupil premium budget that we are in the process of receiving is £159,720. This figure is based on having 121 eligible pupils excluding CLA and Service children. (We receive additional money for the ten Service Pupils and one CLA: Children Looked After).

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 in 2013-2014 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.

What is the school context?

Burdett-Coutts and Townshend School is a larger than average 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. 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.



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Who decides how the money is spent?

The Government have 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.

Rosetta Dyer (Headteacher) proposed how the money should be spent and this was agreed by the Resources Committee on behalf of the Governing Body of Burdett-Coutts. The school also has a Pupil Premium champion on the Strategic Leadership Team: Sascha Lee, and a Pupil Premium Governor: Narissa Bowles.

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.

Key Principles:

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance



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- 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

Individualising Support

We will ensure that the additional support we provide is effective by:



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- 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 Group
 - Roundabout Dramatherapy
- 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.

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.

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

Using the January 2016 census, the total pupil premium budget that we received for 2016-17 was **£191,400**.



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Summary of Disadvantaged pupils working at or above Age Related Expectations compared to non-Pupil Premium pupils – Summer data 2017

Year 1:

	Reading	Writing	Maths	
PP pupils (7)	86% (6)	75% (5)	76% (5)	A higher percentage of PP pupils were working at or above age related expectations than non-PP pupils in all three subjects with 12% more PP pupils achieving at or better than ARE in Reading, 13% more in Writing and 8% more in Maths.
Non-PP (19)	74% (14)	58% (19)	63% (12)	
	Reading	Writing	Maths	
CLA pupils (0)	0	0	0	
Non-CLA (0)	0	0	0	

Year 2:

	Reading	Writing	Maths	
PP pupils (23)	74% (17)	61% (14)	70% (16)	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 19% in Reading, 25% in Writing, and 23% 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
Non-PP (14)	93% (13)	86% (12)	93% (11)	
	Reading	Writing	Maths	
CLA pupils (0)	0	0	0	There were no CLA pupils in this cohort in 2015-16.
Non-CLA (0)	0	0	0	



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Year 3:

	Reading	Writing	Maths	
PP pupils (12)	92% (11)	83% (10)	92% (11)	There are a similar number of PP and non-PP children in Year 3. Across all three subjects there are a similar number of PP children and non-PP children achieving the expected standard or above. In Writing 83% of PP children are working at the expected standard or above compared to 67% of Non-PP children.
Non-PP (15)	87% (13)	67% (10)	73% (11)	

	Reading	Writing	Maths	
CLA pupils (0)	0	0	0	There were no CLA pupils in this cohort in 2015-16.
Non-CLA (0)	0	0	0	

Year 4:

	Reading	Writing	Maths	
PP pupils (27)	67% (18)	56% (15)	63% (17)	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 9% in Reading, 11% in Writing, and 13% 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
Non-PP (21)	76% (16)	67% (14)	76% (16)	

	Reading	Writing	Maths	
CLA pupils (0)	0	0	0	
Non-CLA (0)	0	0	0	



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Year 5:

	Reading	Writing	Maths	
PP pupils (26)	62% (16)	62% (16)	62% (16)	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 22% in Reading, 17% in Writing, and 17% 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.
Non-PP (19)	84% (16)	79% (15)	79% (15)	

	Reading	Writing	Maths	
CLA pupils (1)	100% (1)	100% (1)	100% (1)	
Non-CLA (44)	71%	68%	68%	

Year 6:

	Reading	Writing	Maths	
PP pupils (26)	69% (18)	54% (14)	54% (14)	There are more PP children who are working at or above ARE in reading compared to non-PP children. The gap in percentage terms is 15% for reading. This is because each non-PP pupil comprises a larger proportion as there were fewer non-PP pupils than PP pupils in the cohort
Non-PP (19)	84% (16)	84% (16)	89% (17)	

	Reading	Writing	Maths	
CLA pupils (0)	0	0	0	
Non-CLA (0)	0	0	0	



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What are the barriers faced by PPG?

- Attendance – statistically PP children are late and absent more often than non-PP children.
- 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.

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

In the classroom – impact

- At the end of KS2, in Year 6 more PP pupils achieved the expected standards in reading than non PP pupils
- iPads for use in the classroom supports pupils' learning and enables PP pupils access to a more stimulating learning environment.

Beyond the classroom – impact

- Pupils' attendance on paid educational visits, including the Year 6 residential trip to Arethusa.
- 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 saw an 85% reduction in classroom-based behaviour incidents last year.

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 regular 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.



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The target for more able disadvantaged pupils in 2017-18 is for an increase in pupils working at a greater depth at the end of Key Stage 2.

What is the rationale for the chosen interventions in 2017-2018?

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

The target for all disadvantaged pupils in 2017-18 is for all CLA and PP pupils to achieve in line with national expectations at the end of Key Stage 2.

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

See plan below

How do we intend to ensure value for money in spending our pupil premium funding at Burdett Coutts' for 2017 - 2018?

2017-2018				
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.
Year 3	Music	£1,500	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	Pupils will be able to play a musical instrument confidently and to apply skills of persistence, discipline and concentration to other curriculum areas.



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			as composers, improvisers and listeners	
Year 6	Paying for Year 6 Pupil Premium pupils' residential trip	£18,114	Enabling pupils to access the outdoor learning curriculum	Pupils' social skills and confidence will be enhanced
Whole school	Pupil Coaching and Conferencing: all class teachers meeting with pupils to discuss their work & attitude to learning (led by Terri Broughton)	£6,100 + £2,160 supply cover costs	Ensuring access across the curriculum for all pupils	Pupils will be more engaged in learning and able to articulate their learning needs
Years 4 and 6	PP Teachers	£68,990	<p>Quality daily teaching and sharing expertise:</p> <ul style="list-style-type: none"> • Setting high expectations • Developing teachers' practice • Ensuring consistent implementation of school initiatives • Facilitating the sharing of good practice • Improving the quality of assessment • Planning for and delivering interventions • Covering absence • Quality assurance • Data Analysis • Monitoring and evaluation 	<p>Improved quality first teaching</p> <ul style="list-style-type: none"> • 100% good or better teaching • 40% outstanding 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) • To increase attainment in Year 4 from 60% to 70% in Reading, Writing and Maths. • To increase attainment in Year 6 from 54% to 80% in Reading, Writing and Maths.



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Year Group	Expenditure Item/project	Cost	Why have we chosen this resource? Objective	Intended Impact
Whole School	Targeted parents' meetings	£2,520 supply cover costs	Engaging Parents in Learning: Targeted parents' meetings providing support/guidance with regard to curriculum, children's attainment and next steps	Discussions with parents Targeted children to make accelerated progress
Whole School	Family support worker	£15,431	Building belief: Providing additional support for children with a range of needs – emotional, behavioural, social, attendance/punctuality et Targeted family work to support families in overcoming barriers to attendance and barriers to children's learning	Barriers to learning are overcome and targeted children to make 2 sub levels + progress
Whole School	Handwriting	£500	Teach all pupils how to form letters, hold a pencil correctly and use cursive script and raise teacher's and pupils' expectations of the presentation of pupils' work Provide more opportunities for pupils to redraft and publish their work	Pupils will be able to hold a pen and write in cursive script.



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Year Group	Expenditure Item/project	Cost	Why have we chosen this resource? Objective	Intended Impact
Whole School	Targeted Extended School Places – 5 places across the school	£7,300	Overcoming barriers – improving attendance and punctuality: Places provided in Breakfast Club and in after school provision	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	£8,262 + £1,064 Family Support Worker time + £3,838 SENCO time	Therapeutic treatment programmes for children and their families Therapeutic treatment programmes for individual pupils and their families outside of the Family Group setting	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	£5320	Supporting pupils who find it difficult to express themselves in a classroom context or who need help building confidence and self-esteem.	Individual, paired or small group work to target specific areas of social, emotional or behavioural difficulty. Give pupils a confidential space to work through difficult experiences.
Year 6	Boosters HA and LA	£3,100	Extending School Hours: Programme of revision for SATS Set of resources from CGP to support booster classes	Increased attainment in KS2 English and maths (Assessment Data)



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Year Group	Expenditure Item/project	Cost	Why have we chosen this resource? Objective	Intended Impact
EYFS	Additional TA in EYFS	£8,521	Individualising support at all levels: Targeted to children with significant SEN who are also PP	SEN children settle well and make good progress (Discussion, Observations and Assessment Data)
Total expenditure		£159,720		

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:



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- **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.