

Courthouse Green Primary School
'Doing our best to be our best'

Pupil Premium Provision and Practice

PURPOSE

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free school meals at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. Headteachers are free to decide how best to use the Premium to support their Ever6 FSM and Looked After Pupils. The level of premium per pupil in 2015-2016 is £1300 per pupil.

At Courthouse Green Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body use the progress of individual pupils as our first starting point when allocating additional resource to support pupils' progress. We believe strongly that the best intervention that can be provided for a child is through focused assessment and targeted support from their class teacher. Through the use of targets and very focused marking we help all of our pupils to understand what it is they are doing well and what they need to do to improve further.

We have high aspirations and ambitions for our children and we believe that no child should be allowed to underachieve. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to achieve well, whatever their starting point. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. For many children in our school community who are deemed disadvantaged we are also very aware of the impact of low esteem and poor social and emotional well being can have on their academic achievement.

KEY FACTS

- The School is a "Growth Mindset School" a positive learning culture and belief that through hard work and effort we can achieve exists in all classrooms
- Behaviour in school is exemplary
- Our school motto 'Doing our best to be our best' reflects our high expectations of the whole school community
- As Ofsted (2013) noted, "Disadvantaged pupils make good progress because extra funding is used effectively and gaps in attainment are closing in all subjects".
- Year on year improvement in outcomes at the end of EY and KS2 irrespective of the very low starting points that our children enter school with. Increased percentages of children working at age related expectations and the gap between disadvantaged pupils and their peers has closed considerably over time.
- Earlier intervention in place from EYFS onwards to support writing outcomes (additional adult to child ratio, introduction of the WELCOMM programme and provided 1:1 tuition across EY and KS1 in phonics).
- Phonic test outcomes at the end of Y1 in line or above national average
- We now have 2 year old provision to provide early language support to challenge early underachievement for those children who are from disadvantaged homes
- Improved attendance (now in line with national with low PAs) as a result of targeted intervention
- Courthouse Green is now a first school of choice with all year groups full.
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community to support all pupils and families in need of help.
- Thrive, Nurture, Forest School and Sensory provision support our children with social, emotional needs.
- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Award (Silver); Anti Bullying Award;
- Broader use of research to inform decision making and policy – Sutton Trust Toolkit interventions, within school variance and Carol Dweck's Mindsets

ALLOCATION OF FUNDS

When making decisions about using pupil premium 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 and there is no “one size fits all”.

Our key objective in using the Pupil Premium funding is to narrow the gap between pupil groups. 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 that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil premium funding, the Sutton trust research on within school variance and the Sutton Trust toolkit, 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 pupil premium spending.

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 support children to develop “growth” mindsets towards learning

Analysing Data

- 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 will be most effective ***Identification of Pupils***
- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium 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 year and senior leaders to:

- Provide high quality CPD
- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

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
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

FUNDING PRIORITIES (2015-2016)

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially at KS1 and in the EYFS. To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and through providing targeted parents' meetings to support them in helping children at home.

% Key Stage 2 pupils achieving level 4+ 2015

	Reading		Writing		Maths	
	School %	National	School %	National	School %	National
Other Pupils	91	92	91	90	97	90
Disadvantaged	83	83	77	79	83	80
Within school Gap	-8	-9	-14	-11	-14	-10

	2015 outcome for FSM	2015 outcome for non FSM	2016 outcome for FSM	2016 outcome for non FSM	2016 predicted gap	Comments/contextual information
Attendance	95.1%	96.6%	95.1%	96.2%	1%	Attendance for both FSM and non FSM has risen steadily since 11/12 (92.4% and 93.7% in 11/12 and 96.2% this year) the 'gap' has been closed.
Persistent absence	3.9%	1.9%	1.8%	5.7%	.5%	The number of PA children that are FSM has started to decrease slightly each year

Where are the gaps (other year groups)? (Easter 2016)

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
EYFS	Targeted reading interventions for disadvantaged children and families have ensured there is no significant difference in reading between disadvantaged group and others in cohort.
Year 1	This gap between disadvantaged children working at ARE and other pupils has closed during Y1 as a result of targeted intervention and use of PP funding.
Year 2	Extensive review of learning in the books shows all children (particularly Pupil Premium) are making good progress, embedding the basic skills of spelling, sentence structure, number bonds, recall of tables and applying them in their writing, in their responses to texts that they are reading and also into problem solving. The difference between the proportion of disadvantaged children working at ARE is still adrift from the rest of the cohort but this is partly due to the high proportion of transience in the cohort (8 new arrivals 50% of them are disadvantaged/ EAL), higher than typical SEND 26% and EAL 34%. This gap between disadvantaged children working at ARE and other pupils has closed during Y2 from end of Y1 as a result of targeted intervention and use of PP funding.

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Year 3	SEND+PP have made good progress as a result of targeted intervention and PP funding. Extensive review of learning in the books shows all children (particularly Pupil Premium) are making outstanding progress. The difference between the proportion of disadvantaged children working at ARE has reduced to a gap of 10%, this has narrowed from the end of Y2 gap. This gap between disadvantaged children working at ARE and other pupils has closed during Y3 from end of Y2 as a result of targeted intervention and use of PP funding.
Year 4	SEND+PP have made good progress as a result of targeted intervention and PP funding. Extensive review of learning in the books shows all children (particularly Pupil Premium) are making outstanding or good progress. The difference between the proportion of disadvantaged children working at ARE has reduced to a gap of below 10% in Writing and Maths, this has narrowed from the end of Y3 gap. This gap between disadvantaged children working at ARE and other pupils has closed during Y4 from end of Y3 as a result of targeted intervention and use of PP funding.
Year 5	The gap in progress between disadvantaged pupils and whole cohort is closed and disadvantaged pupils have been targeted through specific interventions which has increased the proportion of disadvantaged pupils working at ARE.
Year 6	Gap is still wider between all Pupils and Disadvantaged pupils making BTE progress in Reading. The gap in progress between disadvantaged pupils and whole cohort from the Autumn Term is closing (e.g previously 12% in Reading, now 4%). Disadvantaged pupils have been targeted in specific interventions. Increased the proportion of disadvantaged pupils working at ARE (+13%) in Writing and (+29%) in Maths.

Financial year	% of FSM Pupils	Number of FSM pupils eligible for PP	Number of CLA pupils eligible for PP	Number of Service pupils	Total funding available
2014	46%	250 @ £953	3 @ £953	NONE @ £300	£241,109
2015	42%	251 @£1300	1 @ £1900	NONE @ £300	£328,200

2013-14 Money spent per year	Impact	2014-15
1-1 and Small Tutor Group costs for pupils in Yr4, Yr5 and Yr6 (Teachers) £45,348	Data indicates that throughout the school pupils PP pupils are making at least good progress resulting in narrowing the attainment gap between Courthouse Green pupils and pupils Nationally. There are also increased % pupils across school working at A.R.E. (In 2013 average 65% working at A.R.E in 2014 average increased by 10% to 75%)	Small Tutor Group costs for pupils in Yr 5 and Yr6 (Teachers) £62,777
Intervention UKS2 (RB) £11,100		Intervention UKS2 (RB) £4,120
Every Child Counts (Teacher) £9,833		Every Child Counts (Teacher) £9,956
Other Additional Support – (Teaching Assistant – Reading/Library) £17,506		Other Additional Support – (Teaching Assistant – Reading/Library) £18,176
Yr 6 Maths Booster (Summer 14) £640		Yr 6 Maths Booster (Summer 15) £640
Cost of non-teaching Assistant Heads x 3 £176,434	Improved quality of Teaching over Time Majority of teaching is Good	Cost of non-teaching Assistant Heads x 3 £187,527 (1 is SENCO)

Senco – cost of non-teaching Senco £40,572	Use of funding to support identified underachieving PP pupils is having good impact.	Clinical Psychology Service (CPA) to continue plus additional time allocated £22,000
Clinical Psychology Services (CPA) £13,500		Counselling Service (1 day per week) £3,390
Counselling Service (1 day per week) £3,000		
CAF co-ordinator plus Learning Mentors (2) £80,100		
Additional member of staff – Early Years (Teaching Assistant) £8,712	Research states that early intervention has the best impact	Additional member of staff – Early Years (Teaching Assistant) £16,191
After School Clubs £6,650	Pupils enjoy and learn from the numerous curriculum enhancement activities and opportunities that take place throughout the year. Without funding and voluntary parent contributions it would be difficult to ensure these activities continue	After School Clubs CAF co-ordinator plus Learning Mentors (3) £112,941 £4,000
Subsidise visit for each child to Art Gallery/Theatre £8,000		Subsidise visit for each child to Art Gallery/Theatre £8,000
Attendance initiatives/rewards £5,000	Improved attendance (increase by 1%)	Pupil Premium cost centre for on-going intervention needs £23,000
Total Expenditure £432,895		Total Expenditure £475,718

IMPACT OF EXPENDITURE (Easter 2016)

This has had significant impact on progress across school:

The overall effectiveness of the school is **outstanding** as a result of the highly effective curriculum which enables teaching and use of assessment to have outstanding impact on the learners of this school ensuring that they are closing the gap with national (despite their very low starting points) for all groups particularly those pupils who are disadvantaged demonstrating very good impact of Pupil Premium funding (particularly additional funding to support Y6 intervention, Y2 and Y1 RWI and Y2 Maths). Teaching and provision across the school through EY to Y6 enables pupils to make **outstanding** gains in their learning.