

Sharnbrook Academy Federation



Pupil Premium (PP*) Policy – Harrold Priory September 2016

MISSION STATEMENT

"At Harrold Priory School we aim to enable pupils to develop fully their personal talents and academic abilities in a happy and supportive environment."

We personalise the learning needs of all pupils within our care, by tracking and supporting academic achievement, whilst facilitating and supporting pastoral development. This tracking, through formal and informal, soft and hard data enables us to identify specific need. We endeavour to ensure that differentiated support and opportunities occur for pupils whatever their individual need. Harrold Priory has a duty to ensure that every individual child is given the best possible chance of achieving their potential. We take our duty seriously.

This document explains how we spend our Pupil Premium Funding to make our Mission Statement a reality for targeted young people.

Pupil Premium background

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After (LAC), pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children). Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. From April 2014, the allocated money for Pupil Premium Pupils is as follows: Children Looked After and those on Pupil Premium Plus receive £1900 a year, Military children £300 a year and all other Pupil Premium children receive £1300 a year. Pupils with Special Educational Needs, who are also pupil premium pupils, will therefore receive these funds, which will be used to maximise and benefit each pupil on an individual basis bespoke to meeting their needs.

Provision Statement 2015-2016

Pupil Premium allocation: HPMS: £54,540

Number of pupils eligible	Year 5 = 6, Year 6 = 11, Year 7 = 17, Year 8 = 12. 46/362 – 13% of school population
Amount received per pupil	£935.00 – £1,900
Total PP received	£54,450

The four key objectives:

1. Transition: to improve transition outcomes for PP* students to bring attainment in line with expected levels of progress
2. Literacy: to establish a reading scheme to improve the reading age of students whose reading age is below chronological age.
3. Engagement: to improve curriculum engagement and academic achievement for PP and LAC students
4. Attendance: to implement strategies addressing the attendance gap between for PP and LAC and non PP students.

Securing Success for All Young People

Our pupil premium money has been used to provide a range of additional support for our children and these interventions have had a positive impact on children's attainment and attitudes to learning.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment are lower for FSM (eligible for free school meals) – this is also a national trend.

Through targeted interventions we are working to eliminate barriers to learning and progress. When pupils enter our School we ensure we know and understand the starting points for their academic progress. We gain valuable information from their Lower Schools and additionally we carry out several important baseline assessments, for example their reading and spelling ages.

Targeted support is being provided through small group tuition in all year groups. Senior leaders provide support through interventions/targeted tutorials in all year groups. These interventions support children in knowing where they are and what they need to do to improve their work. This data is available electronically and shared with staff.

The pupil premium funding is spent on ensuring that all identified pupils are making progress in the key skills needed to succeed in school and ensure they are properly prepared for the next stage of their education.

The most important skills are;

- Reading
- Writing (including spelling)
- Use of Number.

For pupils who enter the school with reading ages well below their chronological age we will deliver a personalised programme of 'guided reading' to help them improve. The catch up reading programme will be based on regular intensive small group sessions, sometimes before school hours, during lunchtime and form sessions.

Alongside this we want to encourage pupils to read for pleasure. Ensuring that both young people and their parents have access to high quality stimulating reading materials is a priority. Our school librarian provides appropriate reading materials for targeted pupils, using data to inform her decisions.

Within core curriculum time we assign a second teacher, where possible, in the classroom, or arrange intervention lessons, to give additional support to targeted pupils. This approach to personalised learning is costly but effective.

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive 'Quality first Teaching' in lessons. Our Performance management reviews challenge school staff to:

- Set high expectations
- Address any within-school variance by teachers interrogating data to inform their lesson planning.
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback
- 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 children have to learn through:

- An embedded behaviour management policy
- Improving attendance and punctuality
- Providing early interventions (KS2 and KS3)
- Increased learning sessions for English and maths
- Early morning breakfast facility
- Homework club and lunch time clubs.

Monitoring and Evaluation

We will ensure that: -

- A wide range of data is interrogated – assessment data, pupils’ work, observations, learning walks, case studies, staff, parent and pupil voice.
- Assessment data is collected termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil pastoral progress meetings each week and the identification of children is raised/challenged/reviewed.
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working and we review behaviour support plans termly.
- Case studies are used to evaluate the impact of pastoral interventions, in regards to attendance, behaviour and attitudes to learning.
- A designated member of the SLT maintains an overview of pupil premium spending and leads a bespoke mentoring session for KS2 and KS3 pupils every other week.

All of the above informs the support for targeted interventions such as:

- Small group interventions within lessons
- Peer mentoring
- Staff mentoring

In recent years, we have found all of the above particularly effective in helping pupils gain the skills and confidence to succeed.

Impact:

Year 5

Pupil Premium						Non Pupil Premium					
	GSP	Reading	Writing	Maths	Science		GSP	Reading	Writing	Maths	Science
KS1		17.0	13.5	16.0	17.4	KS1		18.2	17.1	17.5	17.2
Autumn 5	14.5	18.6	19.0	15.6	14.0	Autumn 5	20.4	22.8	22.4	19.8	20.5
Spring 5	18.0	24.6	23.0	19.8	23.0	Spring 5	23.4	27.6	23.1	23.6	25.1
Summer 5	18.0	25.0	19.8	23.0	20.5	Summer 5	24.9	28.7	23.7	26.0	26.1
Progress Autumn Y5 - Summer Y5	3.5	6.4	0.8	7.4	6.5	Progress Autumn Y5 - Summer Y5	4.5	5.9	1.3	6.2	5.6
Progress KS1 - Summer Y5		8.0	6.3	7.0	3.1	Progress KS1 - Summer Y5		10.5	6.6	8.5	8.9

Target progress = 3 APS

Target progress = 9 APS

School Priority is to address underperformance in writing for ALL pupils

Address underperformance in maths for All

Address underperformance in science for All

Address underperformance in reading for PP pupils

Year 6 – Key Stage 2 SATs result – not validated.

The results of SATs tests taken in primary schools in England cannot be compared with previous years, says Education Secretary Nicky Morgan.

2016 SATs results (provisional)				
Subject	% Achieved Standard	% Not Achieved Standard	Below	Absent
GSP	60.2	36.6	2.2	1.0
Reading	64.5	32.3	2.2	1.0
Maths	56.9	39.8	2.2	1.0
Writing	76.4	16.1	7.5	1.0

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Key Stage 2 Test Outcome 2016												
Percentage of Students who Achieved Standard												
	All	PP	Not PP	SEN	Not SEN	Boys	Girls	EAL	Not EAL	BEM	Not BEM	
Grammar Spelling Punctuation	60.9	27.3	65.4	14.3	64.7	54.2	68.2	66.7	60.7	69.2	59.5	
Reading	65.2	36.4	69.1	28.6	68.2	58.3	72.7	66.7	65.2	61.5	65.8	
Maths	57.6	18.2	63.0	14.3	61.9	60.4	54.6	66.7	57.3	61.5	57.0	
Writing	76.3	36.4	81.7	12.5	82.3	71.4	81.8	66.7	76.7	76.9	76.3	
Percentage of Students who did Not Achieved Standard												
	All	PP	Not PP	SEN	Not SEN	Boys	Girls	EAL	Not EAL	BEM	Not BEM	
Grammar Spelling Punctuation	39.1	72.7	34.6	85.7	35.3	45.8	31.8	33.3	39.3	30.8	40.5	
Reading	34.8	63.6	30.9	71.4	31.8	41.7	27.3	33.3	34.8	38.5	34.2	
Maths	42.4	81.8	37.0	85.7	38.8	39.6	45.5	33.3	42.7	38.5	43.0	
Writing	23.6	63.6	18.3	87.5	17.6	28.6	18.2	33.3	23.3	23.1	23.7	
Group Representation	Numbers											
All Students	93		Girls	44								
Pupils Premium	11		EAL	3								
SEN	10		BEM	13								
Boys	49											

Year 6 PP pupil's achievement has not achieved our targets; clearly this needs to be addressed as only 4/11 achieved the standard for reading, 4/11 achieved the standard in writing, 2/11 achieved the standard for GPS and 3/11 achieved the standard for maths. At the time of writing this document it was not possible to measure progress from the previous year. However, despite not reaching the national standard the progress made in writing is impressive with 9/11 students making expected progress; in reading 5/11 made the expected progress targets; in maths 2/11 made the expected progress. All pupils that missed the standard have been targeted for core support in Year 7 and parents have been informed. The school carried out a Pupil Premium review in September 2016 which highlighted the necessity for internal cohesion and external communication alongside research (such as the Sutton Trust Toolkit) to support the school in determining the strategies that will be most effective.

Progress Pupil Premium						Progress Non Pupil Premium					
	GSP	Reading	Writing	Maths	Science		GSP	Reading	Writing	Maths	Science
KS1		15.8	13.6	14.3	14.5	KS1		17.7	16.4	17.3	16.8
Year 5 Autumn	16.8	17.8	15.9	19.8	14.2	Year 5 Autumn	20.0	22.2	19.6	23.7	20.6
Year 5 Spring	20.4	22.8	25.0	19.8	20.9	Year 5 Spring	23.5	25.7	27.0	25.2	23.7
Year 5 Summer	21.4	22.7	21.2	22.3	22.0	Year 5 Summer	24.5	26.4	23.5	26.37	26.6
Autumn 6	24.1	26.5	26.0	23.6	25.2	Autumn 6	26.9	28.8	26.8	26.9	28.5
Spring 6	19.6	27.0	24.3	22.4	25.9	Spring 6	21.8	28.9	26.4	25.1	28.8
Summer 6						Summer 6					
Progress Autumn 5 - Autumn 6	7.3	8.6	10.1	3.8	11.0	Progress Autumn 5 - Autumn 6	6.9	6.6	7.2	3.3	7.9
Progress Autumn 5 - Spring 6	2.7	9.2	8.4	2.7	11.7	Progress Autumn 5 - Spring 6	1.8	6.7	6.8	1.5	8.2
Progress KS1 - Spring 6		11.3	10.7	8.1	11.5	Progress KS1 - Spring 6		11.2	10.0	7.9	12.0

Data highlighted red show assessments using new KS2 SATs papers

Target progress from Autumn 5 to Autumn 6 = 4 APS

Target progress from Y5 to Spring 6 = 5 points APS

Target progress from KS1 to Spring 6 = 11 points APS

School Priority is to address the underperformance in maths and GPS.

Attendance

PP attendance taken 8.6.16 - 96.0% (Girls = 97% up by 1.2%, Boys = 95.2% up by 0.7%)

Whole school attendance 96.5%

In summary attendance has improved for PP pupils from last year and whole school attendance has dropped by 0.1%

Impact: Year 7 – Key Stage 3 (Closing the gap)

Progress Pupil Premium						Progress Non Pupil Premium					
	GSP	Reading	Writing	Maths	Science		GSP	Reading	Writing	Maths	Science
KS1		15.5	15.7	16.6	16.6	KS1		16.7	15.5	17.0	16.5
Autumn 5	27.2	22.6	20.2	22.1	20.9	Autumn 5	27.7	23.7	21.0	23.8	20.4
Spring 5	23.3	24.3	22.1	23.3	24.9	Spring 5	25.5	26.3	22.8	25.4	25.2
Summer 5	24.9	28.5	25.4	24.4	26.1	Summer 5	27.3	27.8	25.6	27.0	26.2
Autumn 6	25.6	26.4	24.0	25.0	26.0	Autumn 6	27.6	27.6	25.2	27.3	26.3
Spring 6	27.0	28.5	27.8	25.6	27.4	Spring 6	28.8	29.8	28.0	28.0	27.8
END KS2	30.6	30.0	28.8	27.0	28.4	END KS2	29.1	30.3	28.5	29.0	29.1
Autumn 7		34.0	31.4	29.1	29.4	Autumn 7		30.0	32.5	32.5	30.1
Spring 7		34.3	35.1	32.1	31.6	Spring 7		35.6	35.9	35.7	32.4
Summer 7		33.5	34.2	32.7	33.0	Summer 7		34.8	35.3	37.2	33.9
Progress END KS2 - Summer Y7		3.5	5.4	5.7	4.6	Progress END KS2 - Summer Y7		4.5	6.8	8.2	4.8
Progress Autumn Y5 - Summer Y7		10.9	14.0	10.7	12.1	Progress Autumn Y5 - Summer Y7		11.1	14.3	13.4	13.5

Target Progress from KS2 = 4 APS

Target Progress from KS2 = 10 APS

School Priority is to address the underperformance in reading.

Impact: Year 8 – Key Stage 3 (Closing the gap)

Pupil Premium					Not Pupil Premium				
	Reading	Writing	Maths	Science		Reading	Writing	Maths	Science
KS1	17.3	16.3	16.0	15.0	KS1	17.4	15.2	16.2	15.8
Autumn 5	22.5	22.3	20.8	25.0	Autumn 5	23.3	22.4	22.5	24.0
Spring 5	28.3	25.3	23.6	23.8	Spring 5	26.4	23.8	24.3	24.2
Summer 5	28.3	25.5	24.0	24.5	Summer 5	26.4	24.2	24.7	24.4
Autumn 6	27.0	25.4	23.8	23.4	Autumn 6	26.6	25.1	25.1	25.6
Spring 6	28.8	27.4	26.8	27.8	Spring 6	28.4	28.5	27.8	29.2
End KS2	30.0	28.8	27.0	26.8	End KS2	30.5	28.7	29.2	28.7
Autumn 7	26.8	30.5	29.9	27.9	Autumn 7	30.1	29.5	31.0	30.5
Spring 7	25.4	33.2	31.2	31.0	Spring 7	33.9	32.7	33.5	33.5
Summer 7	30.9	32.2	31.7	29.5	Summer 7	33.1	34.0	35.1	32.6
Autumn 8	35.2	35.3	32.5	32.0	Autumn 8	34.3	36.2	36.6	35.4
Spring 8	34.8	34.7	34.3	33.5	Spring 8	37.4	36.2	37.4	36.2
Summer 8	34.6	33.7	36.8	34.6	Summer 8	38.0	36.8	40.1	38.0
Progress from KS2	4.6	4.9	9.8	7.8	Progress from KS2	7.5	8.1	10.9	9.3
Progress from Year 5	12.1	11.5	16.1	9.6	Progress from Year 5	14.7	14.4	17.6	14.0

Target progress = 8 APS

Target progress = 14 APS

School Priority is to address the underperformance in reading, writing and science.

Attendance

PP attendance taken 8.6.16 - 96.0% (Girls = 96.5% up by 0.7%, Boys = 96.1% up by 1.6%)

Whole school attendance 95.8%

In summary PP attendance has improved but whole school attendance has decreased by 0.8%

Intervention for identified pupils:

- Mentoring support – designed to motivate and support pupils, enabling them to develop their learning and social needs. All pupils have access to this fortnightly mentor meeting with the lead professional for Pupil Premium to personalise support according to need.
- Continued discretionary and targeted academic support whether that be in relation to a learning skill or a particular curriculum area
- KS2 and KS3 intervention for targeted pupils in maths and English. In Key Stage 3 the options arrangement allows the creation of focussed intervention lessons in English and mathematics.
- Targeted small group support for literacy and numeracy for identified pupils in both Key Stages.
- Offer of parental support – dedicated staff to provide child and family support to help with the challenges parents can face.
- Improved behaviour management systems (Sims), tracking behaviours and identify where early intervention strategies are needed.
- Skilled staff to support pupils in raising self-esteem (children use the Yellow Room).
- Effective liaison with the Bedford Borough Fair Access Panel to avoid exclusion.
- Careful use and referral through the Early Help Assessment process to engage alternative support provisions.
- Parents / Carers involved when it is needed in targeted consultations and through EHCP processes.

Enrichment:

- Extending the use of technology within class and unstructured times.
- Developing responsibilities for young leaders from within the specific groups to nurture and develop their social skill base: Peer mentors, Prefects, Student Council, Anti-Bullying Ambassadors, Form and Charity Representatives plus Eco Ambassadors.
- Financial support to ensure that pupils do not miss educational opportunities due to financial hardship. This is organised always in a way which is sensitive to the dignity of the individuals and is based on our relationship with and knowledge of individual pupils and their families.
- Secured wider parental engagement, staff support parents to help them to assist with their child's learning.
- Assistance with peripatetic music support.
- Homework Club, access to computers to support tasks involving research and IT.
- Access to after school clubs.

Pupil Premium Champions:

- We continue to ensure that there is a member of the Senior Leadership Team who represents the needs of the individual.
- There are 2 champions for Year 5 and 6 (Mrs Just and Mrs Day) and one champion for Year 7 and 8 (Mr Seaman) in school who interrogate assessment and tracking data with all staff so that the needs of specific groups of pupils and individuals can be identified by every class teacher.

Areas for development in 2015 -16

- Implementing 'mindfulness' across the school with an identified lead teacher.
- Continued involvement with FAP (Fair Access Panel) to support children and avert exclusions.
- Continue to strengthen access to extra – curricular clubs and support with uniform, cooking ingredients etc.
- Internal cohesion and external communication with stakeholders to 'close the gap'.
- Our focus has been to try and improve the number of children achieving the higher levels, particularly in writing, and narrowing the gap between the different groups of children in school.

The pupil premium will also help all pupils access the curriculum and discover their talents.

Supporting Pupils Well-Being and Behaviour

For many pupils becoming a teenager is not the easiest of times. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff to help pupils overcome their particular barriers to learning is essential. There are many pupils who do rely on this to succeed at school and without this personal approach will become disengaged from school. Our mentoring system supports pupils emotionally, but it also ensures that they are challenged to work hard, succeed and overcome their barriers to learning. Some of this work involves helping pupils to raise their aspirations. Therefore, some funding will be targeted at helping pupils identify future *curriculum choices and opportunities*, working with our school pastoral professional and department leaders.

Ensuring Equality of Access to the Curriculum

A key aspect of our ethos at Harrold Priory School is our belief that we need to develop memorable learning experiences. This includes curriculum trips and visits. We also believe that all pupils benefit greatly from a residential experience. Whilst residential trips have been designed to be very cost effective we understand that for some pupils this still could be a barrier.

Our enrichment programme is extensive and inclusive. The pupil premium funding is used to support pupils whose families are on low incomes to access these programmes. A key part of our mission statement focuses on developing the talents of our pupils. By providing a high quality extended curriculum, we believe that pupils with talents in sport, music, dance and drama are given the opportunity to develop their skills into a lifelong passion.

Supporting Parents

Raising a child is never an easy time. The additional stresses provided by financial worries will also impact on this. We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success at school. We have an open door policy and provide regular structured meetings where parents can discuss their concerns and jointly identify strategies which can help children to succeed at school and at home. Our use of the Early Help Assessment (EHA) helps to identify any necessary support from outside agencies.

Reporting

When reporting about pupil premium funding we will include:

- Objectives for the year
 - Reasons for decision making
 - Analysis of data
 - Use of research
- Nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues – behaviour support plans.
 - Enrichment beyond the curriculum
 - Families and community
- An overview of spending
 - Total PP funding received
 - Total PP spent
 - Total PP remaining
- A summary of the impact of PP funding
 - Performance of disadvantaged pupils (compared to non-pupil premium children, see charts above)
 - Other evidence of impact e.g. additional funding initiatives
 - Case studies (pastoral support, individualised interventions)
 - Implications for pupil premium spending the following year.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Approved by Governors

Signed on behalf of the Governing Body

Review Date

Policy Details	
Legal Status	Website requirement
Approved by the Board	
Version date – 3/9/2016	
Last review – June 2015	n/a
Next review – June 2017	Annually
Responsible SLT – Lisa Benson	Individual Needs Co-ordinator – Julie Day