



Poplar Farm Pupil Premium

Pupil Premium

“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 their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.”

As a school we recognise the importance of this funding and its use within the school. The number of pupils eligible for Pupil Premium is established by the statutory school census, funding for pupils is then directed to pupils eligible for additional support and the impact of the additional funding measured. Once this has occurred we will place our statement of use on the school website.

The Pupil Premium is allocated to children from low income families who are currently known to be eligible for free school meals (FSM), children who have been looked after continuously for more than six months, and children from Services families. This also includes any pupils eligible for FSM at any point in the last six years. Schools must account for how they have used Pupil Premium to narrow the gap for these targeted pupils. This must show the impact of this additional resourcing on learning and achievement outcomes within our school.

Rational

Our key priorities to maximise the impact of this funding on achievement are:

- To ensure all pupils are ‘ready to learn’, that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.
- To ensure that the quality of provision and learning experiences for all pupils are consistently good or better
- To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum

We aim to do this through;

Quality first teaching and the provision of **research based interventions** across the school, that ensure that no child is left behind. These include interventions which develop personal, social and communication skills and interventions for phonics.

Investment in staff development, knowledge and understanding of children’s specific needs including behaviour and attachment needs through working with other agencies.

Supporting families by subsidising school workshops, visits and resources to enable every child to experience real life situations.

Developing a **whole school ethos** which all members of the community actively work to promote a positive caring value system that promotes and supports all pupils. This includes our Values Based Assemblies.

This is monitored by

- Termly school monitoring of data and progress review meetings
- Termly monitoring of interventions

The 2018 / 2019 Poplar Farm Primary School allocation will be shown on the school website as soon as it has been allocated.

Our 2018/19 Pupil Premium Spending Plan

To ensure all pupils are 'ready to learn', that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are independent learners and are emotionally ready to become independent and resilient learners.

We will provide

- Small group interventions to support children's emotional and social development
- Small group interventions to support speaking and listening development
- Support from outside agencies to promote and developing strategies to build children's interpersonal skills, relationships and resilience positive relationships

To ensure that the quality of provision and learning experiences for all pupils are consistently good or better

We will provide

- High quality teaching for all
- Small group interventions to support phonics
- Training and CPD for staff to research, evaluate and implement good practice

To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum

We will provide

- To provide a broad curriculum that supports all areas children's develop including music and sport
- Subsidies for school uniform
- Subsidies for school visits, workshops and resources

The rationale behind each intervention and action is based on research and good practice.

Why Closing the Word Gap Matters: Oxford Language Report-

Language underpins progress, impacts on attainment, affects self-esteem and behaviour. The size of a child's vocabulary is the best predictor of success and children with a poor

vocabulary at five are four times more likely to struggle with reading in adulthood and three times more likely to have mental health issues.

There is robust evidence that interventions which target oral language skills do have significant potential for improving educational outcomes by strengthening children's understanding, speaking and reading comprehension skills.

Education Endowment Fund, EEF, Making the best use of teaching assistants

The effective use of TAs in everyday classroom should add value to what teachers do. TAs should help pupils develop independent learning skills and manage their own learning. TAs should deliver structured high quality interventions which are evidence-based. Explicit connections should be made between everyday classroom teaching and learning and these structured interventions

Research School

<https://researchschool.org.uk/rosendale/blog/pupil-premium-making-it-better> September 2018

Schools should take a holistic, inclusive, evidence informed approach to tackling educational disadvantage. They should adopt an 'inclusive pedagogy' to ensure success takes place in the classroom. Success in the classroom creates confident, successful learners who seek out challenge, feedback and recognise that learning is a difficult process. The most effective schools create the **capacity, provide the expertise and support for teachers** to better meet the needs of their vulnerable learners. Schools should follow strategies that address the **causes of the attainment gap**. These may include limited vocabulary, underdeveloped oral language, self-regulation, lack of access to high quality early years provision (see the recent OECD report 'Education at a Glance 2018) or lack access to cultural enrichment.

Relationships matter. Steve Higgins, the author of the EEF toolkit suggests that strategies that are high impact, low cost such as feedback, metacognitive, collaborative learning, peer tutoring and oral language are relational.

The most successful schools recognise that **attainment is necessary, but not sufficient** for success for the most vulnerable pupils. There needs to be a focus on social skills, a rich curriculum, cultural literacy, positive relationships, wellbeing, careers and more.

Additional intervention, where appropriate, should be supplementary to high quality teaching. It should be structured, evidence informed, time limited, with clear success criteria that is sustained back in the classroom. Teachers should be involved in the commissioning of that research, and retain responsibility for pupil learning, even when a pupil is involved in additional structured intervention. It is important for schools to be joined up about **pastoral and academic** intervention, recognising that the best way to raise self-esteem is success in the classroom.

Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018 Stephen M.Cullen¹ , Mairi-Ann Cullen¹ , Siobhan Dytham² , Nikita Hayden¹

- Successful support for the most academically able disadvantaged pupils includes
 1. Leadership and infrastructure
 2. Four activity strands Academic extension ('stretch and challenge') alongside academic support (address any underachievement) Cultural extension activity ('widening horizons', 'raising aspirations', 'opening eyes/minds to opportunities')

Personal development activity (e.g. support/opportunities around raising confidence, addressing emotional and/or social issues, leadership opportunities, community involvement) Addressing material poverty directly, if necessary (e.g. paying for equipment, lending uniform, paying for/contributing to cost of trips)

3. Partnerships, engaging parents in a positive relationship with school. partnerships with external organisations

4. Monitoring, review and evaluation, evidence of impact, Evaluate

- Addressing barriers related to material poverty, reducing stress on the pupil, promoting a sense of being understood and valued.

Sutton Trust, Teaching and Learning Toolkit

Research describing interventions which provide the best results and value for money.

Extensive evidence

- Behaviour interventions
- Collaborative learning
- Early years interventions
- Metacognition self-regulation
- Oral language interventions
- Phonics
- Social and emotional learning

Moderate evidence

- Arts participation
- Feedback
- Individualised instruction
- Mastery learning
- Parental engagement

Maslow's Hierarchy of Need (as described by Woodhill School)

Learning is individualised, needs are noticed and acted upon. Interventions which address children's essential needs in order to thrive. Where elements of this hierarchy are missing, the individual concerned will find it more difficult to fulfil their potential in life. Working in close partnership with our families to ensure all our pupils have all the elements they need in order to achieve their potential. School is sometimes able use funding, following careful consideration of individual circumstances, to benefit children in the following ways: Help with sourcing uniform, Funding for trips and visits, Mentoring or Counselling, Effective Communication interventions, Additional music or sports provision including clubs and activities