

## Pupil Premium Policy

*'Where only our best is enough'*

At Tonacliffe Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

### PPG allocation rates

For the academic year 2022 to 2023, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,385
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,410
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,410
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£320

### Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.

- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

### **How PPG can be spent**

It is for schools to decide how the PPG is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. Schools have the freedom to spend the Premium, which is additional to the school's budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

### **Our long-term strategy for success**

We maximise use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy (Mrs Liz Mooney).
- Ensuring PPG funding and spending can be identified within the school's budget.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

We have adopted a long term strategic plan, aligned to the wider school improvement strategy, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff development

We conduct light-touch annual reviews to inform the plan and form the school's pupil premium statement.

We explore evidence-based summaries of PPG use, such as the EEF's [Teaching and Learning Toolkit](#), to determine the best use of the funding.

The EEF's [Families of Schools Database](#) is consulted to learn about effective practice in similar schools.

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- A child-centred approach to assessment for learning.

### **A tiered approach to PPG spending**

We operate a tiered approach to PPG spending to ensure spending is both balanced and focused. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Behaviour support
- Homework club
- Attendance initiatives

### **Use of the LAC and PLAC premiums**

The LAC premium is managed by the relevant LA's designated virtual school head (VSH).

The premium is used to benefit a pupil's educational needs as described in their PEP.

To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC.

The designated teacher (Miss Amy Griffiths) and carers work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.

The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school.

LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

### **Example interventions**

We may utilise the following achievement focused interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and mathematics teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

We may utilise the following teaching focused interventions:

- CPD time for staff

We may utilise the following wellbeing focused interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities
- Emotional literacy
- Nurture activities (for example, incorporating the outdoors)

We may utilise the following communication focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for pupils to access a range of offsite trips and experiences

### **Use of the service pupil premium (SPP)**

The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure')

- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pension's scheme
- They have a parent who is on full commitment as part of the full-time reserve service

The school does not combine the SPP with any other form of PPG.

SPP spending is accounted for separately to any other form of PPG.

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school does not use the SPP to subsidise routine school activities.

### **Accountability**

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions and/or termly.

The progress of pupils in receipt of the PPG is regularly discussed through termly pupil progress meetings.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

### **Reporting**

The headteacher reports termly to the governing body regarding how effective PPG spending has been and what impact has been made.

### **Pupil premium reviews**

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.

The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.

Where costs are prohibitive, the school will consider the use of a joint review with local schools.

### **Overpayments**

The school will repay any overpayment of PPG by the LA.

### **Monitoring and review**

The Headteacher and SBM are responsible for reviewing this policy annually.

The next scheduled review date is September 2023



# Tonacliffe Primary School: Pupil Premium Strategy Statement

1. Summary information					
School	Tonacliffe Primary School				
Academic Year	2019 - 2020	Total PP budget	£69500	Date of most recent PP Review	December 2016
Total number of pupils	315	Number of pupils eligible for PP	43	Date for next internal review of this strategy	March 2020

Current attainment				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>All pupils (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% attaining EXS+ in reading, writing and maths	36.4%	70%	64.8%	70%
progress score in reading	-2.7	2.00	0.03	0.31
progress score in writing	-1.4	1.08	0.03	0.24
progress score in maths	0.6	1.27	0.03	0.31

(17 – 18 data only available therefore this will be updated once validated data is available)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor speech and language skills are evident on entry in to the EYFS; this impacts on future learning especially acquiring reading, writing and mathematical skills.
B.	Emotional barriers (such as attachment difficulties, domestic violence incidents) which impede learning, for example, 67% of PP have experienced family break downs/ separations, 35% of PP children are looked after or have a special guardianship order/ child arrangement order in place or have been adopted from care.
C.	26% of PP children have SEND.
D.	Some PP children working below year group expectations / not making good or better progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Attendance rates (and lateness) for some PP children is below the target level of 96% (2018 – 2019 95.35% PP compared to 96.39% for the whole school) - this reduces their school hours and causes them to fall behind on average.

<b>F.</b>	Less opportunity to experience wider extra-curricular activities e.g. music tuition	
<b>G.</b>	Parenting and social issues – 20% of PP children have a current CAF in place	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To utilise the expertise within school to identify and improve the speech, language and communication skills particularly within EYFS. This will be measured through outcomes in the ELGs.	Pupils identified early and access appropriate high quality provision.
<b>B.</b>	To improve as far as possible better emotional regulation and resilience for our most vulnerable PP children.	Children will have good attendance and are able to access learning within the class room therefore having better chances of attaining YGE.
<b>C.</b>	To ensure PP SEND pupils have access to provision which enables them to make at least good progress considering their starting points and needs.	Provision is mapped and pupils access high quality in class and individual support where necessary.
<b>D.</b>	To improve attainment and progress outcomes for all PP children. To also identify those PP children who could attain at a deeper level.	This is a high priority within the school's Key School Improvement plan. The gap between PP and non PP is narrowed so it is closer to the national average. More able PP children aspire to GDS.
<b>E.</b>	To identify pupils at risk of low attendance and poor punctuality which is impacting on their ability to make at least good progress.	Attendance improves which impacts on engagement in the classroom so impacting positively on attainment and progress.
<b>F.</b>	Children to have access to wider curricular activities such as music. Engagement and participation will improve.	Children value and enjoy extra-curricular activities such as sporting competitions and music events.
<b>G.</b>	School want to encourage engagement with reluctant parents so that support given has a positive impact on their children who will then aspire and want to achieve better life outcomes for themselves.	Improved attainment, progress and engagement of children and families.



<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2019 - 2020</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To utilise the expertise within school to identify and improve the speech, language and communication skills particularly within EYFS.	EYFS lead to identify pupils in need are speech, language and communication interventions. EYFS lead to train all staff to ensure high quality learning within CL for all pupils.	Early intervention ensures children make better progress which impacts on their ability to access the wider curriculum as well as supporting literacy skills. Training will ensure all staff are equip to provide quality CL.	EYFS to monitor speech and language interventions in place to ensure they are of high quality and support pupils making progress. EYFS lead to monitor provision of CL within the EYFS to ensure quality teaching for all.	CC	March 2020
<b>Total budgeted cost</b>					£5070
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To improve attainment and progress outcomes for all PP children. To also identify those PP children who could attain at a deeper level.</p>	<p>Literacy lead to identify targeted provision: Better readers' intervention, extra guided reading in classes, reading homework club including comprehensions (BC), and ensure PP pupils are completing quizzes using accelerated reader. Teachers to use in class support and target PP pupils who are not achieving YGE in writing.</p>	<p>In order to close the gap targeted provision, especially in reading, is required. Children may not be well supported at home; therefore, by providing further opportunities for children to read it is hoped this will impact upon reading and writing outcomes.</p>	<p>Literacy lead to monitor provisions to ensure these are of quality for pupils and to track outcomes; hold staff to account where necessary.</p>	<p>LM</p>	<p>End of December 2019 End of March 2020 End of July 2020</p>
<p>To improve as far as possible better emotional regulation and resilience for our most vulnerable PP children.</p>	<p>Employ counsellor. Staff time dedicated to nurture groups, emotional literacy, mentoring. Work with FUNDA to provide forest school activities.</p>	<p>Children need time to be able to talk confidentially about their feelings so they can understand events in their lives which are in their control and those which they cannot control. Many children suffer from attachment disorders and this presents in a variety of ways. Children need a listening ear to be able to 'get back on track' and back to learning. Some children need to be taught how to play and learn successfully. The school's ethos is one of support and individual children need tailored packages of this support. Forest school approach nurtures children utilising the outdoors. Through previous attachment training these approaches have been shown to work.</p>	<p>Through collaboration with the school's counsellor, children and parents. Organise time and space for confidential counselling to take place.</p> <p>Organise timetables and staff to deliver tailored programmes of emotional literacy support in liaison with the school's SENCO.</p> <p>(£5000 counsellor) (TA2 39weeks 5 groups/ week £5070) (Forest School £5000)</p>	<p>SENCO AG</p>	<p>March 2020</p>
<p>To ensure PP SEND pupils have access to provision which enables them to make at least good progress considering their starting points and needs.</p>	<p>One to one work or small group work using identified approaches, for example, OT.</p>	<p>Mapping out provision and support for some of our most vulnerable pupils ensures that targeted work is linked to advice of outside agencies and promotes best practice wherever possible.</p>	<p>SENCO to monitor interventions to ensure high quality provision and to monitor progress and outcomes holding staff accountable where necessary.</p>	<p>SENCO AG</p>	<p>End of December 2019 End of March 2020 End of July 2020</p>
<b>Total budgeted cost</b>					<p>£51930</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To identify pupils at risk of low attendance and poor punctuality which is impacting on their ability to make at least good progress.	Identify children at risk of persistent absence/ poor punctuality. Communicate with parents and set expectations of at least 96% attendance levels.	We can't improve attainment for children if they aren't actually attending school or if they are persistently late.	<p>Ensure attendance is high profile across school – all staff involved. Attendance to be highlighted in assemblies and class teachers to discuss weekly attendance with class.</p> <p>RAG attendance letters to be sent out to inform parents of their child's attendance for the year 2018 – 2019. Termly RAG attendance letters sent out to inform parents of their ongoing attendance during 2019 – 2020.</p> <p>Identify persistent absentees from the previous year and those at risk for all groups in school; share with all staff.</p> <p>Hold meetings with families whose attendance/ punctuality is a cause for concern and set agreed targets in writing.</p> <p>Class teachers to be pro-active in raising concerns as necessary and supporting families.</p>	JH	<p>End of December 2019</p> <p>End of March 2020</p> <p>End of July 2020</p>
Children to have access to wider curricular activities such as music.	Identify extra-curricular activities for pupils; including swimming lessons and music tuition.	Disadvantaged children are less likely to experience out of school activities without financial support.	Class teachers - Children identified with specific clubs, for example, non-swimmers have opportunity to learn to swim. (set aside £2500)	DW	March 2020

<p>School want to encourage engagement with reluctant parents so that support given has a positive impact on their children who will then aspire and want to achieve better life outcomes for themselves.</p>	<p>Use of after school homework club; personal invites to workshops which will support learning at home; celebrating successes with parents; use of CAF.</p>	<p>Reluctant parents may not have experienced a positive education for themselves by trying to be personable this may encourage parents to see the value of education for their own children.</p>	<p>Class teachers to identify parents and children who need further support and look at use of the CAF.</p>	<p>JH</p>	<p>March 2020</p>
<b>Total budgeted cost</b>					<p>£12500</p>

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved speech and language skills for pupils eligible for PP.	EYFS lead to monitor speech and language interventions to ensure quality for all.	Speech and language support has been delivered. This has been overseen by the EYFS lead. Vocabulary/speaking is a high focus throughout school. Staff meeting training on closing the vocabulary gap heightened the importance of this. End of EYFS 2018 – 2019 Communication and Language results: Listening and attention 92.3% Understanding 92.3% Speaking 92.3%	High quality delivery of speaking and listening interventions are a must due to children coming in to school with increasingly poor communication, speech and language skills. This is an ongoing need within the school. Vocabulary use, understanding and expression remains a high focus across the school.	£1500
Improved emotional outcomes and resilience for PP children who display emotional barriers to learning.	Attachment project to be completed.	School have used nurture activities, for example, forest schools. This has been positive and has helped pupils to engage and behaviour has improved so they are able to access learning within the classroom. Supervision training has also been utilised, for example, group supervision looks at an individual child and how different approaches can be used to reduce emotional barriers to learning.	Promoting resilience in all our pupils is vitally important and this is an ongoing need. Children can present at any time and in many different ways emotionally unregulated and it is for the staff in school to adapt and change approaches according to the child's needs. By doing this the children are better able to regulate and therefore able to make the most of their learning time in school.	£660
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved emotional outcomes and resilience for PP children who display emotional barriers to learning.	Employ counsellor. Staff time dedicated to nurture groups, emotional literacy, mentoring.	High impact: This has been invaluable in providing emotional support and an outlet; especially for looked after children who have deep rooted problems. Emotional literacy and nurture groups build up children's resilience and reduce barriers to learning. Observations and access to learning within the classroom demonstrates positive impact of this approach.	It is worth spending money on those children who emotionally cannot cope. This ensures that they remain in school and access learning in the classroom. Without it, behaviour and resilience would deteriorate. This approach will continue; especially for children who are looked after and those with special guardianship arrangements.	£5000 counsellor TA2 39 weeks 5 groups/ week £5070
Improved speech and language skills for pupils eligible for PP.	One to one work or small group work using Blast/ Black Sheep/ Ginger Bear/ Time to Talk/ Socially speaking or individual speech and language programmes as advised by SALT.	High impact: Interventions planned for in detailed timetable and provision map for speech, language and communication groups. End of EYFS 2018 – 2019 Communication and Language results: Listening and attention 92.3% Understanding 92.3% Speaking 92.3%	Early years interventions work well when delivered by more experienced staff. It also works well when consistent and when delivered by the same members of trained staff who have good relationships with the children. Children are coming in to school with increasingly poor speech and language skills and therefore this approach needs to remain so that interventions are timely and effective through quality provision which is monitored regularly.	3 hours teacher time/ week £4450 20 hours TA2 time/ week £11600
Improved outcomes for children with varying needs.	Identify needs and set up provision and targeted intervention quickly especially within the early years.	Interventions are timely and where necessary children added to the SEND register. Teachers are skilled at identifying children at risk of not meeting expectations and devising relevant intervention. 75% PP children at the end of the EYFS achieved a GLD.	Interventions are necessary especially for children who are not developmentally able to access their year group expectations due to additional needs and this has to be ongoing.	TA3 37.5 hours/week £29000

<p>To improve attainment and progress for all PP children.</p>	<p>Intervention and provision is successful which results in pupil premium children making good progress throughout the year. More PP children reaching expected levels of attainment in reading, writing and maths.</p>	<p>30 children made at least one year's progress in reading. 33 children made at least one year's progress in writing 29 children made at least one year's progress in mathematics.</p>	<p>Progress is improving for PP children; however, work continues in trying to close the attainment gap so children achieve outcomes similar to those who are not disadvantaged. This is a key focus on the school's SIP especially identifying those PP children who have the potential to achieve at a deeper level.</p>	<p>£14300</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Improve individual attendance for PP children to 96% in line with other pupils, so lost learning time is limited. Overall PP attendance increases to 96%.</p>	<p>There have been some improvements and targeted support has been used; however, there are still a small number of pupils with persistent absence (5 pupils) i.e. below 90% although two of these pupils had good medical reasons for being absent. 26 pupils had attendance of 96% or more.</p>	<p>Putting attendance contracts together for parents and holding regular meetings in order to improve attendance has helped and therefore this will continue. Colour coded letters are sent out as a matter of course and again this will continue. There are good procedures in place which are ongoing.</p>	<p>£2000</p>
<p>Children to experience wider curriculum activities.</p>	<p>Identify extra-curricular activities for pupils; including swimming lessons and music tuition.</p>	<p>Medium: Pupils engaged with learning and accessed a broad and balanced curriculum. Extra-curricular activities promote children's self-esteem and confidence as they are able to work alongside their peers, for example, participating in the Rochdale Music Festival. Swimming is a life skill and regular lessons ensure children are able to swim.</p>	<p>Use of some PP funding to support extra-curricular activities works and means children can access clubs or music tuition which they may not otherwise get. Continue with this support next year as it provides a wider curriculum for PP children. Also use funding to reduce cost of residential.</p>	<p>£2500</p>

<p>To improve engagement of PP children and families.</p>	<p>Attendance improves; families and children feel supported and are able to make progress.</p>	<p>Support and advice have been provided which has directed school and families in supporting pupils with various needs. Outcomes are specific to individuals and their families. All teachers know how to complete CAFs and TAFs due to training. This means they utilise action planning to target what the issues are and what needs to change.</p>	<p>Early help is vital in stopping issues from escalating. Attendance as already shown has improved. CAFs put children at the centre. Early help is an ongoing issue not only in school but at a local and national level.</p>	<p>£5980</p>
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