



## **Cavendish Primary School**

### **Pupil Premium – Information for Parents/Carers**

#### ***What is Premium?***

Pupil Premium funding represents the money that the Government provides to schools in order to help them to meet the needs of disadvantaged pupils according to the following criteria:

- Children from low income families i.e. those who are either currently, or have ever been registered for Free School Meals (FSM)
- Children who are defined as 'Looked After' i.e. in the care of the Local Authority or those who have been adopted from Local Authority care
- Children with parents in the regular armed services

#### ***Key Principles***

Cavendish Primary School uses the Pupil Premium funding according to the following principles:

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes and/or groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged

#### ***Allocation 2016-17***

Cavendish Primary School received a total amount of £97520.00 for the financial year 2016-17. This represents 72 eligible pupils according at £1320.00 per pupil, plus £2,480 for eligible pupils in the Early Years Foundation Stage.

#### ***Use of Funding***

At Cavendish Primary School Pupil Premium funding is used to provide for:

- Additional teaching assistants so that children receive extra support during lessons
- Targeted support given by our mathematics Leader
- Targeted support given by our English Leader
- One-to-one tutoring and group intervention programmes in English and mathematics
- The 'Beanstalk' reading initiative delivered by trained volunteers
- Our Lunchtime Homework Club
- Individual Learning Mentors
- Free access to residential trips and visits
- Learning workshops delivered at Griffin Park
- Training for staff involved in supporting disadvantaged pupils

## Allocation and Outcomes 2015-16

Cavendish Primary School received a total amount of £105314.00 for the financial year 2015-16. This represents 79 eligible pupils according at £1320.00 per pupil, plus £2,480 for eligible pupils in the Early Years Foundation Stage.

This funding enabled us to:

- Enable socially disadvantaged learners to develop their literacy and numeracy skills as a result of involvement in specified interventions delivered in small groups. This has led to increased rates for progress for these learners in all year groups.
- Ensure a higher level of participation of pupils in additional and extra curricular activities including school journeys. This has had a positive impact on their well-being, progress in learning and physical development.
- Provide opportunities for pupils to learn from music and drama specialists. This was reflected in the high quality of performances and positive outcomes.
- Improve rates of attendance and reduce instances of late arrival among socially disadvantaged learners through targeted intervention and support.
- Offer more help for disadvantaged pupils in terms of completing homework tasks, engaging with the Griffin Park Learning Zone and providing appropriate mentors. This has led accelerated progress among the learners involved and has contributed towards the development of increasing positive learning behaviours.
- Deliver appropriate training to staff in respect of supporting the emotional well-being and academic progress of disadvantaged learners. This has facilitated more targeted intervention and had a positive impact on improving the quality of teaching over time.

### Attainment of Learners in Receipt of Pupil Premium 2015-16

Year Group	Pupil Characteristics	Outcomes - 2015-16		Targets -2016-17	
		% of Pupils Achieving or Exceeding a Good Level of Development (GLD)		% of Pupils Achieving or Exceeding a Good Level of Development (GLD)	
Reception EYFS	All Pupils Combined	63%		70%	
	Pupils Eligible for Pupil Premium	57%		67%	
	All Other Pupils	65%		73%	
	Difference	-8%		-6%	
	National Average	69%		69%	

Year Group	Pupil Characteristics	Outcomes -2015-16				Targets -2016-17			
		% of Pupils Meeting or Exceeding The Expected National Standard (ARE)				% of Pupils Meeting or Exceeding The Expected National Standard (ARE)			
		Reading	Writing	GPS/PS	Maths	Reading	Writing	GPS/PS	Maths
Year 2 Key Stage 1	All Pupils Combined	79%	76%		83%	75%	72%		75%
	Pupils Eligible for Pupil Premium	75%	75%		88%	70%	62%		70%
	All Other Pupils	81%	76%		81%	80%	82%		80%
	Difference	-6%	-1%		-7%	-5%	-10%		-5%
	National Average	74%	66%		73%	74%	66%		73%
Year 6 Key Stage 2	All Pupils Combined	74%	78%	85%	70%	75%	73%	86%	73%
	Pupils Eligible for Pupil Premium	67%	75%	75%	58%	74%	72%	85%	72%
	All Other Pupils	80%	80%	93%	80%	78%	76%	89%	76%
	Difference	-13%	-5%	-18%	-22%	-3%	-3%	-3%	-3%
	National Average	74%	66%	81%	73%	74%	66%	81%	73%

Comparisons to National Averages - Colour Coding	
Significantly Above	
Broadly In Line	
Below	
Significantly Below	

## Pupil Premium Income and Planned Expenditure 2016-17

Income			Expenditure Percentages		
Allocation Per Pupil (£)	No of Eligible Pupils	Total Allocation (£)	Area of Allocation	Amount (£)	% of Total
1320.00	72	201960.00	Learning Intervention Costs - Staffing	139574.48	69.11
			Learning Intervention Costs - Resources	1000.00	0.50
			Administration Costs	4230.85	2.09
			Parent Support Adviser/Welfare Costs	11192.30	5.54
			Professional Development - Staff Training	1000.00	0.50
			Educational Trips and Visits	15325.00	7.59
			One to One/Small Group Tuition	13800.00	6.83
			Music Tuition	3105.00	1.54
			Access to After School Clubs	6505.00	3.22
			Targeted Projects e.g. Growth Mind-Set	800.00	0.40
			Additional Resources e.g. ICT, Playground	1300.00	0.64
			Specialist Speech and Language Support	4125.00	2.04
<b>Totals</b>		<b>201960.00</b>	<b>Total Income</b>	<b>201960.00</b>	<b>100.00</b>
			<b>Total Expenditure</b>	<b>201957.63</b>	
			<b>Balance</b>	<b>2.38</b>	





# **Cavendish Primary School**

Premium Policy 2016

## **Vision and Ethos Statement**

Cavendish Primary School provides a safe, secure, welcoming and nurturing learning environment where everyone is valued equally. We are an integral part of the community, inspiring our children to be successful lifelong learners, effective contributors, confident individuals and responsible citizens. Cavendish Schools achieves this through partnerships with home, the community and other external agencies.

## **Overview**

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Department for Education (DfE) has given us the freedom to use the Pupil Premium as we see fit based upon our pupil needs. 'It is for schools to decide how the Pupil Premium allocated 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.' We are accountable for the use of this additional funding.

This funding is targeted to pupils entitled to Free School Meals (FSM), looked after children and service children, and including those registered for FSM over a rolling six year period.

## **Aims**

The purpose of this policy is to outline how we will ensure that the pupil premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers. Pupil Premium funding represents a significant proportion of our budget and this policy will ensure it is spent to maximum effect.

## **Communication**

We are aware that under The School Information (England) (amendment) Regulations 2012, Schedule 4 there is specified information that has to be published on a school's website.

Section 9 of this regulation requires schools to publish '*The amount of the school's allocation from the Pupil Premium Grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated*' We will publish this information on our website.

## **Context and Allocation of Funding**

We recognise that pupils in receipt of FSM are not a homogeneous group and will have a wide range of need which may include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. Some children in receipt of FSM will be more able pupils. The challenges are varied and there is no "one size fits all".

## **Key Principles**

Cavendish Primary School uses the Pupil Premium funding according to the following principles:

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged

### ***Building Belief***

We will provide a culture where Staff:

- Believe in the potential of all children
- Ensure there are “no excuses” made for underperformance
- Adopt a “solution-focused” approach to overcoming barriers
- Support children to develop positive learning characteristics including a “growth mind-set” 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 (Education Endowment Fund) to support us in determining the strategies that will be most effective

### ***Identification of Pupils***

We will ensure that:

- All teaching staff and support staff are involved in the 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 team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables e.g. 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 children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours

### ***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



## ***Individualised Support***

*“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*

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
- 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 e.g. Learning Advisory Teacher, Education Psychologist, Speech and Language Therapist, Behaviour Advisory Teacher
- Providing extensive support for parents (Parent Support Worker) to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money), support their children’s learning within the curriculum and /or manage support in times of crisis
- Tailoring interventions to the needs of the child (e.g. Numicon maths sessions in the afternoons for children who struggle in the main lesson)

## **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half 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 progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- Two members of the SLT maintain an overview of pupil premium spending
- A governor is given responsibility for Pupil Premium

## **Reporting**

When reporting about the use of impact of pupil premium funding we will include:

- Information about the context of the school
- 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
- Enrichment beyond the curriculum
- Families and community
- Overview of spending
- Total PPG (Pupil Premium Grant) received, Total PPG spent and Total PPG remaining
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

### **Role of the Governing Body**

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. Our Governing Body will keep our work in closing achievement the gaps regularly under review in order to monitor the use of Pupil Premium funding.

This policy will be reviewed annually and adjustments will be made according to the analysis of impact and the level of funding.