**Pupil Premium Review**

**School**: Longton Primary School

**Head Teacher** : Mrs Julie Brown

**Reviewe**r: Mrs Alison Moxham

Completion of this document has taken place as a discussion between HT, Governors, and reviewer. The aim of the review is to make a list of recommendations on which the school can build further improve provision for pupils in receipt of pupil premium funding.

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| **Section 1 – Need and provision** | | | | | | |
| Answer | | | Evidence and/or comment | | | |
| **What categories of pupil premium pupils do you have?**  **LAC and Free school meals** | | | | | | |
| **Do you have any pupil premium pupils with no specific need? If so, do you have any support for these children?** | | | | | | |
| Yes 4 pupils have no shortfall in progress or specific need however, they are continually reviewed as key group in pupil progress meetings. In class emotional support is often required and conversations surrounding support through school trips, whole school enrichment and provision of resources are had when the need arises | | | | *Pupil premium trackers*  *All pupils are on age expected and personal targets.* | | |
| 1. **How do you prioritise spending? What process do you go through to reach these decisions?** | | | | | | |
| School looks at the needs of the child. Social and emotional and learning e.g not just national expectations, progress or lack of and AGT extension. | | | *Raise on line* | | | |
| 1. **Before pupil premium funding how did you support FSM pupils?** | | | | | | |
| Support was found for support both within and out of class interventions through provision mapping costing. Sen budget was over spent in order to maintain support where needed and provide the regular support as recommended by EP. Support for resources , school trips were taken from disadvantaged fund and subsidised by institutions or school funds. | | |  | | | |
| **If you had more funding what kind of support would you like to add?** | | | | | | |
| Additional staff to support nurture/social and emotional wellbeing in role of learning mentor.  Continue with timetabled ta/teacher progress meetings weekly to maximise progress and assessment of pupils  Behaviour interventions through specialist personnel with aim of training existing staff to be effective in this area.  Developing opportunities for increased peer mentoring within curriculum  Provision of family support – parent workshops  Senco time out of class for assessment and targeted support and monitoring of staff as more cost effective than EP  Breakfast club / nurture before school club  1 to 1 support by teacher for specific needs  Peer tutoring | | |  | | | |
| **What support would you have to stop if you didn’t have pupil premium funding? What would you be able to keep?** | | | | | | |
| We wouldn’t look to reduce the spread of opportunities and support but may need to reduce frequency, more in class rather than out of class so less targeted support and more generic thus disadvantaging those with EBD needs.  Reduction in staff cpd in developing specific specialisms.  Reduced provision for monitoring and evaluation | | | *Much of spending would continues as had done , see provision map to show existing, new and increased spending* | | | |
| **Do you have any shared provision with another school through pooled funding?** | | | | | | |
| No  Links with Wrist consortium of schools to share cost of staff training, inset provision  Availability for pooled provision depending on individual pupils needs ( may be used this year)  Leading maths and literacy teacher roles within school | | | | | *Evidenced in the timetable of wrist events* | |
| **Does the school improvement plan identify how issues relating to PP pupils are addressed?** | | | | | | |
| Not specifically, although this can be addressed within 2014/2015 school action plan.  SEN action plan contains an overview of provision as does provision mapping although not specifically detailed this will be adopted next year as good practice. | | | |  | | |
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| **Section 2 - Governance** | | | | | | |
| Answer | | | Evidence and/or comment | | | |
| **Do you have a policy for the management of Pupil Premium funding?** | | | | | | |
| Policy written July 2014 and added to website | | |  | | | |
| **Do you have a nominated governor for pupil premium pupils?** | | | | | | |
| Sen governor | | |  | | | |
| **How do governors receive information about the attainment and progress of Pupil Premium children and the impact of spending?** | | | | | | |
| Whole Governors meetings each term are provided with assessment data demonstrating whole school and class progress including significant groups which includes boys/girls, FSM, LAC, summer born, both on personal and age expected target and those on target to meet end of key stage expectation. It details those making 1, 2 or exceeding sub level expected progress. | | | *Minutes of Full Governors*  *Detailed in Governors dispatches*  *Assessment co ordinator feedback to staff*  Impact of spending is contained in report from SENco termly , links to Sen governor and Head teacher reports termly. | | | |
| **Are governors involved in deciding how PP money is spent and , if yes how?** | | | | | | |
| Proposals are put to governors based on needs identified within school based on pupils, provision of needs, impact, expected progress | | | *Meetings minuted* | | | |
| **Are governors able to intervene quickly if they feel spending is not having the desired impact?** | | | | | | |
| Once a year Governors receive a report ( as do teachers ) with such Governors will be aware if specific funding is failing to have desired impact. | | | *Senco to create detail PP provision mapping costs and impact termly along side sen data reports* | | | |
| List and collect any documentation in relation to this  See comments for evidence | | | | | | |
| Priorities for improvement for this section | | | *How might these be addressed* | | | |
| *To write ‘business plan’ ideology to enable us to accurately estimate impact so easier to see effect or lack of it*.  Identify PP govs- how is information presented and how do they find out progress/impact  Write PP Policy by end summer 2014  *Senco to create detail PP provision mapping costs and impact termly along side sen data reports* | | |  | | | |
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| **Section 3- Financial** | | | | | | |
| Answer | | | | Evidence and /or comments | | |
| **How do you try to ensure that all qualifying families access FSM?** | | | | | | |
| FSM section of website updated with information from LA, step by step approach how to apply and qualifying criteria  Bursar and HT available to support completion of forms.  Autumn term parent mail detailing availability and signposting to website or office.  Posters put in office and ks1 playground information holders  Provision to be detailed online | | | *Possibly add to termly newsletter, explaining impact on schools*  *Discussed at new starters parent evening and possible stand in hall for parents evening?* | | | |
| **Do you tell parents that registering for FSM will increase school funding? If yes how do you do this?** | | | | | | |
| Not specifically although is done orally.  *add details to website about impact and importance of registering FSM* | | |  | | | |
| **Is pupils premium funding ring fenced in your budget?** | | | | | | |
| No but will we should provision map pupil premium so we cost it accurately. | | |  | | | |
| **How is pupil premium expenditure tracked?** | | | | | | |
| Currently over spend with Educational Psychologist and Independent consultant taking the lion share , however lack of provision mapping means that spending cannot be separated from Sen provision. Cost of PP pupils can be tracked separately by extracting data from sen provision mapping. | | | *Provision mapping*  *HT account in budget reports* | | | |
| **Is any provision provided at no cost e.g. volunteers, high school links, charity etc.** | | | | | | |
| Parent helpers, links and transition with high schools  Involvement of Local Authority services such as Banardos, NSPCC to offer support with nurture, self esteem and safety  E safety support links from local High schools  Gifted and enriched provision from local high schools eg, dance opportunities with PGHS, arts and creative arts at Priory | | | *Comprehensive links with parents helpers supporting pupils read, spelling and times tables*  *Calendar with charity provision in schools*  *Calendar of events , global matrix for each class demonstrating visitors and visits to high schools. Trip recounts.* | | | |
| List and collect any documentation in relation to this  See evidence column | | | | | | |
| Priorities for improvement for this section | | | How might these be addressed | | | |
| Improve frequency of communication about free school meals and ensure access all parents, posters, newsletters, website, orally in meetings etc.  Provision mapping to ensure expenditure can be tracked  More detailed section on website to show how we spend money and impact generally on pupils progress?  Monitoring robust to show expenditure vs outcomes | | | *Timetabled on calendar*  *senco* | | | |
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| **SECTION 4 – Impact** | | | | | | |
| Answers | | | | Evidence and /or comments | | |
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| **Do class teachers know which of their pupils are in receipt of funding? If yes how do they use this information?** | | | | | | |
| Yes, table of recipients communicated to staff every term and staff account for progress for this group specifically within pupil progress meeting each term.  Teachers plan in class intervention for pupils on sen register, cuase for concern and specifically PP pupils | | | *Pupil progress minutes*  *Data*  *Table of PP pupils* | | | |
| **Are pupil premium pupils tracked separately?** | | | | | | |
| Yes, tracked  Tracked individually in pupil progress meetings  Data – Lancashire E tracker enables progress graph and spreadsheet where PP pupils can be identified and monitored  SLT monitor PP progress specifically in termly meetings | | | *Minutes of pupil progress meetings*  *Lancashire E tracker*  *Slt minutes* | | | |
| **Does pupil progress of pupil premium pupils form a separate focus in pupil progress discussions?** | | | | | | |
| Yes as individuals to discuss and as one of many groups analysed and discussed | | | *Minutes* | | | |
|  | | | | | | |
| List and collect any documentation in relation to this | | | | | | |
| Priorities for improvement for this section | How might these be addressed | | | | | |
| Confident in process within this section. School tracking is robust and SLT and assessment monitoring is effective.  Monitoring of in class provision through walkthrough  Use of PIVATS as more effective way of showing small steps and ensuring specific and personalised targets of support  Possible use of pupil progress meeting to create provision mapping for class so teacher maintains ownership of support for all disadvantaged pupils including PP pupils. | Part of PM observations to include provision for PP pupils  Sen walkthroughs to identify PP and LAC pupils within and assess progress of individual interventions as listed by class teacher | | | | | |
| **Section 5 - Communication** | | | | | |
| Answer | | Evidence and /or comments | | | |
| **How are parents informed about the use of pupil premium funding?** | | | | | |
| Website section showing general use of funding over last 3 years  Individual parents informed through iep meetings if Sen  Parents at parents evening are advised about in and out of class interventions and additional support  LAC have pep meetings with all necessary parties, timetabled by school to ensure reviewed  1 to 1 on request if parents express a query | | *Not specifically quoting pp money, just general info about provision rather than where funding comes from* | | | |
| **Does the website contain all statutory information requirements?** | | | | | |
| Yes  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. | | Look into need to show % impact to clearly show how money being spent has made impact on progressive years groups or link to year 6 ks2 and ks1 results.  Using Lancashire tracker – easy to provide % impact | | | |
| **Are the parents of pupil premium pupils informed that their child is having additional support? When and how does this happen?** | | | | | |
| If sen – in iep termly reviews  In parent teacher chats ( open door policy)  Parent evening meetings detailing additional sessions and provision  Nurture groups are supported through seal and phse provision | | *Consider whether all pupils parents of PP are advised of focus and intense tracking of their child?* | | | |
| **Are parents of pupil premium pupils informed of the impact of additional support on their child?** | | | | | |
| Yes,  Parent evening Lancashire tracker chart and graph passed to parents. Points score increase discussed, twice a year with written report in summer term  Sen pupils informed of progress and levels in IEP reviews termly  Teacher /parent phonecall or casual meeting to discuss | | *Copy of reports*  *Copy of tracker charts*  Check consistency of teachers approaches. Do they understand what we want to inform and update parents with?  What do we want to tell parents of PP- what if not falling behind? | | | |
| 1. **On transition are receiving teachers/schools informed about provision for and progress of pupil premium pupils?** | | | | | |
| Yes  Comprehensive transition programme involving meeting with head of year 7/transition manager of all feeder high schools . | | *Case study provided ( pen portrait) for all PP pupils and LAC for transition to ensure comprehensive procedures of transition.*  *Can outline progress over time , levels moving up with and strategies employed. Could also include opportunities for challenge, able and nurture.* | | | |
| **Who else do you provide with information about pupil premium pupils?** | | | | | |
| Governors, staff, individual parents, provision of details on website offers information for LEA | | *It does have its own costs centre so could provide details if required.* | | | |
| **Reviewer to discuss outcomes of review with HT and Chair of Governors. Recommendations to be agreed.** | | | | | |
| Priorities for improvements for this section | | How might these be addressed | | | |
| Improved transition process with case study/ pen portrait for year 6 – ks3 pupils.  Determine school priority for informing all parents re provision of PP funding, disadvantaged, able, no specific focus required?  Review provision details on website to see if better to use % progress to be transparent to all stakeholders | | *Senco/ year 6 teacher*  *Slt*  *slt* | | | |
| Recommendations ( from priorities section above ) | |  | | | |
| Action plan  Recommended by report/ to be discussed by HT | | By whom and when | | | |
| Action point 1- **create policy, provision map** to allow for termly costing and termly measure of impact. Ensure timetabled provision mapping / evaluation time . Independent of SEN provision mapping so can be added to website as evidence of expenditure | | *senco* | | | |
| Action point 2- teacher education as to support **required, strategies to employ** ie. Not just focus on academic needs . This will be developed through pupil progress meetings ( teachers focus on PPG as one of the groups for discussion ) **and good practice shared at staff** meeting as soon as possible after all Pupil progress meetings completed every term. | | *Whole school* | | | |
| Action point 3- maximise take up of FSM for new parents and new to school | | *Slt/ bursar* | | | |
| Action point 4- greater involvement and reporting of govs to ensure robust evaluation of effectiveness of provision | | *Report by AM termly* | | | |
| Action point 5- cost of specialist behaviour support and school needs increasing in this area, look to providing a ‘learning mentor’ role / TA who can develop skills in social, emotional intelligence, learning to learn and possibly counselling. Release time for SEnco costed to provide direct teaching to pupils with specific needs including PPG pupils | | *Would existing staff meet this need or employ 2 afternoons a week skilled professional for such demand*  *HT in staffing plans*  *Possible use of jigsaw services for outreach weekly support depending on service and impact* | | | |
| Action point 6 – use of sims to document provision, review and assess. Support provision mapping | | *Senco and senco assistant* | | | |
| Action point 7: All new to school pupils are assessed in the first 6 weeks from admission and base line subject data is recorded as well as prior attendance and re‐integration readiness. | | *SEnco/SLT/CLassteacher* | | | |