



Pupil Premium Policy

Signed by Chair of Governors: Mr A Brown

Signed by Head Teacher: Miss A Gibson

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To be reviewed annually: September 2018

What is the Pupil Premium?

The Pupil Premium is funding provided by the Government that is additional to main School funding. The Government believe that it 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 disadvantaged reaches the pupils who need it most' DfE.

Principles

- 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 also 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 groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors may consider include:

- Provision for pupils and families to be supported by our skilled Learning Mentor to ensure high levels of attendance, high levels of emotional well-being, self-esteem and self-efficacy and also support to ensure positive family well-being overall. This ensures a positive impact on the well-being of our children and ensures that they are supported to achieve their potential.
- Reduce adult/class ratio or class sizes were identified, through additional teacher or adult support, thus improving opportunities for effective Assessment for Learning (AFL) and accelerating progress.
- Providing small group work with an experienced teacher or highly skilled member of support staff focussed on overcoming gaps in learning.

- 1-1 support and intervention .
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations or beyond to achieve a child's potential. Initially this will be in Literacy and Numeracy.
- Pupil Premium resources may also be used to target able children on FSM to achieve higher levels of expectation at the end of EYFS, KS1 or at the end of KS2.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'diminishing the difference' for socially disadvantaged pupils.

Pupil Premium Grant (PPG) Allocation for 2017/18 is: £123,060 (95 pupils)

Having evaluated this enhanced provision and its outcome in 2017-18 we have continued to fund interventions from Teacher's, HLTA's/TA's.

The Governors have targeted the PPG to:

- Continue to fund a full time highly skilled Learning Mentor to support both children and families.
- A dedicated allocation of time for both the new Acting Deputy Head Teacher & Year 5 Teacher, new to PP Lead. This time will be focused on leading and improving both progress and attainment of all disadvantaged pupils. They will lead in improving Teaching and Learning throughout the School, especially within interventions (progress and attainment). Head Teacher to up skill and support both members of staff accordingly.
- To upgrade our service level agreement with the Wallsend Intervention Team to GOLD Level to ensure a smooth transitional package for year 6 children within their journeys into High School, as well as providing bespoke interventions managed by the upper KS2 Class Teachers.
- To cover participation costs within the Nuffield Early Language Intervention Trial. In the study, Elkan will train Teachers and teaching assistants from Reception classes in the NELI programme. The NELI is an evidence-based oral language intervention for children in Reception who show weakness in their oral language skills. These children are at risk of experiencing difficulty with reading. The programme aims to improve spoken language skills such as vocabulary knowledge, story-telling and listening skills. It will be delivered over 20 weeks in Reception by teaching assistants (TA's) in small groups.
- To fund our participation within the proposed working partnership between North Tyneside Schools and the Early Excellence - 'The Hundred Review'. This will be a

bespoke working program which will cover the following strands; how are good outcomes secured? what is effective teaching in the EYFS and how do we know? and what prevents or secures attainment and progress?

- Fund a TA to deliver First Class @ Number in KS1 & lower KS2 where it's needed.
- Fund a TA to deliver Success @ Arithmetic (Calculation) in upper KS2 where it is needed.
- Fund a TA to deliver Success @ Arithmetic (Number Sense) in lower KS2 where it is needed.
- Fund a TA to deliver First Class @ Writing in lower KS2 where it is needed.
- Through continuation of 2-form entry throughout School, this reduces overall adult/child ratio and class size, especially within upper KS2. These classes have the highest percentage of pupil premium pupils, e.g. Y6=41%.
- Reduce adult/child ratio or class size by providing specific support for literacy and mathematics sessions (T & TA to lead and provide support as and when required).
- Provide additional booster support for Y2 & Y6 pupils in Autumn 2 and Spring 1 & 2 terms, which is lead and managed by the Class Teachers and clearly focused on diminishing the difference between FSM6 and non-FSM6 pupils.
- Fund TA's to enable targeted EYFS/KS1 & KS2 pupils to receive personalised intervention in phonics, reading, writing and maths.
- Provide targeted TA/Teacher support to increase the number of FSM6 pupils attaining ARE (age related expectations) and exceeding ARE, which are in-line with both Local and National outcomes.
- Fund TA time and organisation across School to increase the attainment in reading-through SWAT (inference focused) intervention each day.
- Provide financial support on a case by case basis for children to access residential activities, music activities or to support voluntary contributions for visits, as well as reimbursing the costs of public transport to access school. This is to ensure that all children have access to the number of high quality experiences, we offer, to support their learning.
- Fund Athletics and Spellodrome programmes to increase both the progress and attainment in Maths and Spelling across the School. Teaching staff to ensure that these are fully utilised.

Pupil Premium Grant (PPG) Allocation for 2016/17 is: £119,420 (86 pupils)

Having evaluated this enhanced provision and its outcome in 2015-16 we have continued to fund interventions from Teacher's, HLTA's/TA's.

The Governors have targeted the PPG to:

- Continue to fund a full time highly skilled Learning Mentor to support both children and families.
- A dedicated allocation (20% minimum) of the Deputy Head Teacher's time to lead on PP - in improving Teaching and Learning throughout the School, especially within interventions (progress and attainment).
- Continue to buy into the Wallsend Intervention Team at Silver Level to ensure a smooth transitional package for year 6 children within their journeys into High School.
- Fund a TA to deliver First Class @ Number in KS1 where it's needed.
- Fund a TA to deliver Success @ Arithmetic (Calculation) in upper KS2 where it is needed.
- Fund a TA to deliver Success @ Arithmetic (Number Sense) in lower KS2 where it is needed.
- Fund a TA to deliver First Class @ Writing in lower KS2 where it is needed.
- Reduce adult/child ratio and class size by expanding to 2-form entry throughout the whole School (new to KS2, Year's 3, 4, 5 & 6)
- Reduce adult/child ratio or class size by providing specific support for literacy and mathematics sessions (T & TA to lead and provide support as and when required)
- Provide additional booster support for Y2 & Y6 pupils in Autumn 2 and Spring 1 & 2 terms.
- Fund TA's to enable targeted EYFS/KS1 & KS2 pupils to receive intervention in phonics, reading, writing and maths.
- Provide targeted TA/Teacher support to increase the number of FSM pupils attaining above ARE (age related expectations) where appropriate for the cohort.
- Fund TA time and organisation across School to increase the attainment in reading-through SWAT intervention each morning.
- Provide financial support on a case by case basis for children to access residential activities, music activities or to support voluntary contributions for visits, as well as reimbursing the costs of public transport to access school. This is to ensure that all children have a maximum high quality experiences to support their learning.
- Fund Mathletics and Spellodrome programmes to increase the attainment in Maths and Spelling across the School.

The Impact of the PPG for 2016/17 was: via in-year teacher assessment data from the Autumn, Spring and Summer Terms. All work was moderated by SLT (1 of which is a KS2 LA Writing Moderator), Local authority consultants and LA end of Key stage moderators in EYFS and KS1. All staff year groups also participate in multi-school moderation and the end of Key Stage Year Groups also attends the LA ran moderated events. The percentages/bands/steps provided are accurate and robust.

- The most recent published data for attendance (September 2017) confirms the positive impact that School leaders have on attendance. Overall absence is lower than the average and we have one of the highest rates of attendance in North Tyneside. Attendance remains above National average and is the top quartile (25%) of schools nationally. The rate of persistent absence is also low compared to the most recent average and is the lowest rate at the School in 5 years. In 2015-16 there were 5.2% persistent absentees, following this in 2016-17 there has been a decrease of this percentage to 4.2%, which is a great success. Hadrian Park is ranked within the top quartile of schools nationally for persistent absentees also. The proactive Learning Mentor is aware of these children who are FSM6 and will continue to work with them and their families on a weekly basis, our SEND percentages reflect the nature of the SEND need - e.g. medical.
- After receiving the LPPA (Leading Parent Partnership Award) we have continued to manage punctuality effectively. We continue to work endlessly with our families and the community in which we reside. Punctuality and attendance is tackled proactively through the impact of team work, between all staff members working seamlessly together and the lead from the Learning Mentor and School Office administrator.
- The work with our local High Schools ensures that transition is seamless, productive and proactive to meet the required needs of the learners, whether transitioning onto High School, or transferring via in-year transfer requests between Primary Schools. We have developed self-esteem/self-efficacy, confidence and positive behaviour from identified children as a result of improvements in learning, support from the Learning Mentor, joined up teamwork with our local High Schools/in-year transfers from other Primary Schools and focused support for identified pupils with behavioural barriers to learning.
- 57% of Reception FSM6 pupils achieved a good level of development, which is in-line with all Schools within North Tyneside - local benchmarking.
- 88% of FSM6 pupils achieved level expected in the Yr 1 national phonics screener 2017, which is in-line with our Non-FSM6 pupils in School and significantly above Non-FSM6 Locally and Nationally. The percentage of FSM6 in school scoring 32+ is higher than FSM6 across North Tyneside scoring 32+.

- In year two, 62% of FSM6 pupil's attained the Expected Standard in all areas of learning (combined RWM), this was greater than the local comparison of 54%. Non-FSM6 pupils also achieved higher than the local and national % with 62%.
- 77% of FSM6 achieved the Expected Standard in Reading, 69% in Writing & 69% in Maths, these percentages were higher than those attained both locally and nationally.
- 8% of FSM6 attained a greater depth in Reading, 8% in Maths these results were slightly below those of other local and national benchmarks. However, we scored 8% in Writing which was in-line with National outcomes.
- Whole school 'in-year' progress data identified that all of our FSM6 pupils made better than expected progress in all areas of learning. FSM6 pupils 'in-year' (Average Point Score) progress showed that on average, FSM6 pupils achieved better than Non-FSM6 in both Reading & Maths.
- Within Year 6 SATs, disadvantaged pupils made the following average scaled scores; Reading 97.9 (101.7 Local & 101.3 National), Writing 57% met the expected standard (66% local & 66% National), GPaS 57% met expected standards (64% Local & 66% National) & Maths 100.9 (101.3 Local & 101.6 National). 36% of FSM6 attained the expected standard in the combined RWM (47% Local & 47 % National). Due to time constraints there has not been a significant difference made from the end of Key Stage 1 to the end of Key Stage 2. However, in year progress has evidenced that FSM6 outperform non-FSM6.
- In year six, 43% of FSM6 pupils achieved the expected standard in Reading and 57% in Writing, which are lower than both Local and National percentages. In Maths 64% of FSM6 pupils achieved the expected standards, which is higher than National and in-line with Local percentages.
- The achievement gap between disadvantaged pupils and others is closing by the end of key stage 1 (-6%), this is significantly above both National and Local percentages which were -13% and -18%. This is a reflection and result of the innovation and change coupled with the drive and focus of monitoring achievements and delivering appropriate interventions. However, due to the gap in Key Stage 2 of (-31%), this will continue be a major focus within the next academic year.

Expected progress for Y1 pupils was 5 steps per year, and for pupils in Y2-Y6 was 6 steps per year. Across School, a significant majority of our FSM6 pupils made above expected 'in-year' progress in Reading, Writing and Maths.

Year Group	Subject	Free School Meals - average Steps Progress
Year 1	Reading	5.1
	Writing	4.9
	Maths	5.9
Year 2	Reading	6.6
	Writing	6.5
	Maths	6.2
Year 3	Reading	7.2
	Writing	7.2
	Maths	7.5
Year 4	Reading	6.4
	Writing	6.3
	Maths	6.9
Year 5	Reading	6.9
	Writing	6.4
	Maths	6.8
Year 6	Reading	6.5
	Writing	6.9
	Maths	7.2

Pupil Premium Grant (PPG) Allocation for 2015/16 was:£101,960 (73 pupils)

Having evaluated this enhanced provision and its outcome in 2014-15 we have continued to fund interventions from teacher, HLTA's/TA's.

The Governors have targeted the PPG to:

- Continue to fund a full time highly skilled Learning Mentor to support both children and families.
- Continue to buy into the Wallsend Intervention Team at Silver Level to ensure a smooth transitional package for year 6 children within their journeys into High School.
- Fund a TA to deliver First Class @ Number in KS1 where it's needed.
- Reduce adult/child ratio or class size by providing specific support for literacy and mathematics sessions.
- Fund a Teacher and TA to be trained in and deliver Success @ Arithmetic (Calculation) in upper KS2 where it is needed.
- Fund a Teacher and TA to be trained in and deliver First Class @ Writing in lower KS2 where it is needed.
- Provide additional booster support for Y6 pupils in Autumn and Spring terms.
- Fund TA's to enable targeted EYFS/KS1 & KS2 pupils to receive intervention in phonics, reading, writing and maths.
- Provide targeted TA/Teacher support to increase the number of FSM pupils attaining above ARE (age related expectations) where appropriate for the cohort.
- Fund TA time and organisation across School to increase the attainment in reading-through SWAT intervention each morning.
- Provide financial support on a case by case basis for children to access residential activities, music activities or to support voluntary contributions for visits, as well as reimbursing the costs of public transport to access school. This is to ensure that all children have maximum high quality experiences to support their learning.
- Consider purchasing of additional I pads for FSM pupils to use in school.

The Impact of the PPG for 2015/16 was: via in year teacher assessment data from the Autumn, Spring and Summer Terms. All work was moderated by SLT (1 of which is a KS2 LA Writing Moderator), Local authority consultants and LA end of Key stage moderators in EYFS (accompanied by a DFE Moderator), KS1 and KS2. The percentages/bands/steps provided are accurate and robust.

- Attendance remains above National average and is the top quartile (25%) of schools nationally. In 2015-16 there were 5.2% persistent absentees and Hadrian Park is now ranked within the top quartile of schools nationally for persistent absentees. The Learning Mentor is aware of these children who are FSM and will continue to work with them and their families on a weekly basis.

- Punctuality continues to be managed effectively, this is primarily due to the impact of team work, working seamlessly between the Learning Mentor and School Office administrator. We have further strengthened our culture of engaging with families and have successfully received the LPPA (Leading Parent Partnership Award).
- Improved self-esteem/self-efficacy, confidence and positive behaviour from identified children as a result of improvements in learning, support from the Learning Mentor, joined up teamwork with our feeder High Schools and focused support for identified pupils with behavioural barriers to learning. The work with our feeder High Schools ensures that transition is seamless, productive and proactive to meet the required needs of the learners.
- 56% of Reception FSM6 pupils achieved a good level of development.
- 92% of FSM6 pupils achieved level expected in the Yr 1 national phonics screener 2016, which was above our Non-FSM6 pupils in School and significantly above Non-FSM6 Locally and Nationally.
- In year two, a lower percentage of FSM6 pupil's attained the Expected Standard in all areas of learning (combined RWM) compared to Non-FSM6 pupils. 55% of FSM6 achieved the Expected Standard in Reading, Writing (above Local & National outcomes) & Maths individually. 36% of FSM6 attained a greater depth in Reading which was significantly above both Local and National percentage outcomes. Year 2 'in-year' progress data identified that all of our FSM pupils made better than expected progress in all areas of learning.
- Disadvantaged pupils made the following average scores; Reading 98.3 (103.8 National), Writing 62% met the expected standard (79% National), GPaS 103.4 (105.0 National) & Maths 102.2 (104.1 National). 36% of FSM6 attained the expected standard in the combined RWM (60% National). Now that changes have been introduced, our focus is now on embedding and developing all changes within all areas.
- In year six, 38% of FSM6 pupils achieved the expected standard in Reading (lower than National), 62% in Writing (broadly in-line with National) and 69% in Maths (higher than National).
- The achievement gap between disadvantaged pupils and others is closing by the end of key stage 2 (-23), but just above the gap nationally (-21%). This is a result of the drive and focus of monitoring achievements and delivering appropriate interventions.

Expected progress for all pupils across School was 5 steps per year. Across School, the vast majority of our FSM6 pupils made above expected 'in-year' progress in Reading, Writing and Maths.

Year Group	Subject	Free School Meals - average Steps Progress
Year 1	Reading	3.6
	Writing	3.6
	Maths	3.9
Year 2	Reading	6.3
	Writing	6.2
	Maths	5.7
Year 3	Reading	5.5
	Writing	5.2
	Maths	5.3
Year 4	Reading	5.4
	Writing	5.0
	Maths	5.4
Year 5	Reading	5.8
	Writing	5.1
	Maths	4.8
Year 6	Reading	6.4
	Writing	6.2
	Maths	5.4

Pupil Premium Grant (PPG) Allocation for 2014/15 was: £94,100 (70 pupils)

Having evaluated this enhanced provision and its outcome in 2013-14 we have continued to fund interventions from Teachers, HLTAs/TAs.

The Governors have targeted the PPG to:

- Continue to fund a part time Learning Mentor to support both children and families. Replaced in October 2014 by a full time Learning Mentor.
- Continue to buy into the Wallsend Intervention Team at Silver Level to ensure a smooth transitional package for year 6 children within their journeys into High School.
- Fund a TA to deliver First Class @ Number in KS1 where it's needed.
- Continue to fund a DHT to be non-classroom based to deliver literacy and mathematic interventions to Year 6 children.
- Continue to fund a full time additional KS1 Teacher to provide smaller class sizes and further support transition from foundation and onto KS2.
- Fund TA's to enable targeted EYFS/KS1 & KS2 pupils to receive 'proven' intervention in phonics, reading, writing and maths (after training within classrooms commenced).
- Fund TA time and organisation across School to increase the attainment in reading-SWAT.
- Provide financial support on a case by case basis for children to access residential activities, music activities or to support voluntary contributions for visits. This is to ensure that all children have maximum high quality experiences to support their learning.

The Impact of the PPG for 2014/15 was: via in year teacher assessment data from the Autumn, Spring and Summer Terms. All work was moderated by SLT (1 of which is a KS2 LA Writing Moderator), Local authority consultants and LA KS1 writing moderators. The levels provided are accurate and robust.

- Attendance remains above average and is the top quartile (25%) of schools nationally. In 2014-15 there were no persistent absentees and Hadrian Park is ranked within the top 10% of schools nationally for its attendance.
- Punctuality is managed effectively and this is primarily due to the impact of the Learning Mentor and a culture of engaging with families.
- Improved self-esteem/self-efficacy, confidence and positive behaviour from identified children as a result of improvements in learning, support from the Learning Mentor and focused support for identified pupils with behavioural barriers to learning. Continuation of no fixed term exclusions due to proactive support systems for pupils.
- The percentage of Reception FSM pupils achieving a good level of development was higher than NA and in-line with non-FSM pupils at the School.
- 66% FSM pupils achieved level expected in the Yr 1 national phonics screener 2015 which is in line with NA.
- In year two, 60% of FSM pupil's attained a L2C+ in all areas of learning and 60% attained a L2B+ in Reading and Maths. 20% of FSM achieved Level 3 in Reading, showing that our progress within Reading was better than expected progress Nationally. Year 2 in year progress data identified that all of our FSM pupils made better than expected progress in all areas of learning.
- In year six, FSM pupils have made expected progress since KS1 in Reading and Writing and 57% made better than expected progress in Writing.
- In year six, 85.7% of FSM achieved Level 4 in Reading, 71.4% in Writing and 42.9% in Maths. Only 42.9% achieved Level 5 in Reading and Writing and 14.9% in Maths.
- The achievement gap between disadvantaged pupils and others is closing by the end of key stage 2. This is a result of the drive and focus of monitoring achievements and delivering appropriate interventions.

Expected progress is 1 progress point per term, which is 3 points over the year. The vast majority of our FSM pupils made above expected progress.

Year Group	Subject	Free School Meals - Points Progress
Year 1	Reading	3.8
	Writing	3.4
	Maths	4.0
Year 2	Reading	6.2
	Writing	5.4
	Maths	5.6
Year 3	Reading	3.7
	Writing	2.5
	Maths	2.7
Year 4	Reading	3.3
	Writing	2.7
	Maths	3.3
Year 5	Reading	3.3
	Writing	3.3
	Maths	3.4
Year 6	Reading	2.8
	Writing	3.1
	Maths	3.0

- Across school in 2014-15, the majority of pupils who are entitled to FSM made above expected progress in reading writing and maths.