



The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After.

It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

3-year long-term pupil premium strategy plan

This plan is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'outstanding' provision across the school
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour -
Ensuring that the PPG reaches the pupils who need it most



School overview

Metric	Data
School name	Greenhead CofE Primary School
No. of pupils in school	45
Proportion of disadvantaged pupils	9
Pupil premium allocation this academic year	£14,795
Academic year or years covered by statement	2021-2024
Publish date	September, 2021
Statement authorised by	
Pupil premium leads	Debbie Clarke
Governor lead	

Pupil Premium Children's performance overview for academic year 2019

Measure	Score
Phonics Y1	100%
Phonics Y2	100%
Meeting expected standard at KS1	
Reading	N/A
Writing	N/A
Maths	N/A
Science	N/A
Achieving high standard at KS1	
Reading	N/A
Writing	N/A
Maths	N/A
Meeting expected standard at KS2	
Reading / Writing / Maths combined	0%
Reading	33%
Writing	67%
Maths	0%
Spelling and Grammar	67%
Science	0%
Achieving high standard at KS2	
Reading / Writing / Maths combined	0%

Pupil Premium children's progress scores for academic year 2019

Measure	Score
Reading	-0.85
Writing	-0.50
Maths	-8.18



Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Review: this year's aims and outcomes 2021-2022

Aim	Outcome / Impact
Teaching	
Challenge and support in Foundation Stage	Foundation Stage has been separated this year in the absence of their class teacher who is on maternity leave. She will be back in January. Up until that time, the cohort is being taught as a foundation stage class by very experienced staff.
Bridging the gap between GLD (end of FS) and the National Curriculum (Y1) <i>The transition between phases of education – notably early years to primary...is a risk-point for vulnerable learners. EEF key six lessons learned.</i>	Y1/2 teacher is also the foundation stage teacher. She has worked in this age-range for several years – although latterly, she has been on maternity leave. However, staff who have replaced her have experience with this age range too.
Literacy Lead is strategic.	The Literacy Lead (and Deputy Headteacher) has been able to gain a thorough overview of literacy across the school and to plan for further developments.
Oxford Owl and Song of sounds is embedded	The effective learning routines of Oxford Owl and song of sounds are evident across KS1. The programme is adapted to ensure all elements of the NC are given appropriate attention.
Reduction in PP Gap Y1 Phonics	The gap between those eligible for Pupil Premium and their peers has improved. An increased number of children on Pupil Premium have passed the Year 1 and Year 2 phonics.
Improvement in Reading Progress Score in KS2	Achieved – progress score for mathematics has improved. In 'like for like' comparison is on a par with National Average.
Improvement in Reading Attainment Score in KS2	Achieved with an increased number of Pupil Premium children attaining higher levels in KS2 assessments in 2022.
Enhanced teaching and learning of Tier 2 and 3 vocabulary.	All subject progression documents in Cornerstones Curriculum include vocabulary to be taught. Staff CPD has enhanced understanding of teaching vocabulary.



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Effective use of additional adults	Structure and support for TAs allows for effective liaison.
Planning, teaching and assessment is supported by Cornerstones Curriculum and White Rose Maths programmes in place.	Staff have enhanced understanding – to be developed further in 2021-2022.
The planned curriculum is balanced, broad, ambitious and progressive.	Curriculum review of all subjects undertaken. Progression documents in place for all. Intent is clear. Use of Cornerstones Maestro.
Targeted academic support	
Speech, Language and Communication issues are identified at the earliest point.	Nursery transitional talks and Reception staff identify in first weeks of term ensures that all issues are identified and support plans are in place.
Interventions are tracked effectively.	SENDCo monitors all intervention packages utilised and tracks the progress being made by pupils with SEND/Pupil Premium.
Most vulnerable families are supported.	Bespoke support has been given to families facing significant challenges / reaching crises – particularly during the COVID 19 lockdowns.
Pupils with identified dyslexia are supported to make good progress.	Investments in Nessy, Alpha to Omega, Reading Eggs and dyslexia materials have provided supports and are beginning to demonstrate progress amongst this group of pupils.
Wider strategies	
Senior and middle leaders are more able to drive forward strategic improvements.	All involved in SPP have enhanced knowledge, understanding and confidence in driving positive change through structured review systems.
Raised awareness amongst staff of SEND/Pupil Premium and Mental Health needs.	Whole school CPD and individual staff development has ensured that there is a raised awareness of these areas of need. Staff and Pupil Questionnaires have been completed and action plans put in place.
PSHE/RE programme and planning is in place across the Federation.	All staff have access to PSHE/RE planning – long term, medium term and lesson plans with materials to ensure progression and compliance with latest statutory guidance – supported by the Diocese.
Parental Questionnaires enabled parents / carers to note developments and contribute to improvements.	Next steps have been identified following questionnaires.
Parental involvement in learning has been enhanced.	Parents are more able to support their children with learning at home.



Curriculum content and progression is shared with all interested parties.	All content and progression is shared via the school website.
More accessible uniform supplier in place.	Parents have a greater choice and are able to source uniform items at lower prices.

<p>Key statements from Ofsted relating to the performance of disadvantaged pupils.</p> <p>June, 2017</p>	<p>Funding for disadvantaged pupils is used effectively. Each pupil has an individual learning plan which is carefully designed to support their needs. Consequently, disadvantaged pupils make good progress. They reach the same or higher standards as their peers who share the same starting points.</p> <p>All pupils who are disadvantaged make good progress. Additional funding to support their learning is used well. They benefit from thoughtful and appropriate additional learning resources and also planned enrichment activities. As a result, most reach at least the same standards as their peers who share the same starting points.</p> <ul style="list-style-type: none"> - School data shows that all low-attaining pupils make good progress. The vast majority are currently working within age-related expectations. Careful consideration of tasks ensures that they are able to make progress and move onto more challenging work as soon as they are confident and able. - The progress made by the most able pupils, including those who are disadvantaged, is also good. Work seen in their English books shows that they have many and varied opportunities for extended writing and are expected to demonstrate increasing sophistication in their use of language. In pupils' mathematics books, it is clear to see that pupils regularly enjoy challenging mathematical problems that demand reasoning and deductive skills. - The school uses assessment data well to identify any pupil who is failing to progress at a good pace. Actions are taken swiftly through one-to-one tutoring in order to overcome any weaknesses and build confidence. As a result, most difficulties are resolved in good time.
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Academic barriers to attainment	Non-academic barriers to attainment
1. Lack of school readiness	a. Poverty
2. Poor language and communication skills	b. Poor attendance
3. Limited vocabulary	c. Lack of parental engagement
4. Lack of effective learning behaviours	d. Limited life experiences
5. Lack of fluency in / enjoyment of reading	e. Low aspirations
6. Special educational needs and disabilities	f. Lack of focus and confidence due to poor mental health and wellbeing
	g. Safeguarding issues
Cost to maintain provision detailed in Appendix 1:	



Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Phonics	Non SEND to achieve national average in Y1/2 Checklist	Sept '22
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept '22
Progress in Maths	Achieve national average progress scores in KS2 Maths (0)	Sept '22
Other		

Teaching priorities for current academic year

Measure	Activity		
Priority 1	Ensure all staff are confident in the teaching of / assessment of all elements of reading.		
Priority 2	Develop Maths Mastery approaches.		
Barriers to learning these priorities address			
Projected spending			
Light-touch review notes	Annual review notes: Year 1	Annual review notes: Year 2	Annual review notes: Year 3
	Performance towards target: Far above expectations Above expectations	Performance towards target: Far above expectations Above expectations	Performance towards target: Far above expectations Above expectations
Light-touch review overall assessment	As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	As expected Below expectations Far below expectations Expenditure to: increase decrease remain as

Targeted academic support academic year 2022-2023

Measure	Activity		
Priority 1	Ensure formative and summative assessment systems identify specific areas of struggle in maths and English for individual pupils.		
Priority 2	Ensure all interventions are tracked, costed and reviewed.		
Barriers to learning these priorities address			
Projected spending			
Light-touch review notes	Annual review notes: Year 1	Annual review notes: Year 2	Annual review notes: Year 3



Light-touch review overall assessment	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase decrease remain as
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Wider strategies for academic year 2023-2024

Measure	Activity		
Priority 1	Ensuring all pupils have access to cultural capital - the essential knowledge that children need to prepare them for their future success – and that the curriculum enhances the experiences and opportunities available to children, particularly the most disadvantaged.		
Priority 2	Engage all parents in learning, aspirations and ambition.		
Barriers to learning these priorities address			
Projected spending			
Light-touch review notes	Annual review notes: Year 1	Annual review notes: Year 2	Annual review notes: Year 3
Light-touch review	Performance towards target: Far above expectations Above expectations As expected	Performance towards target: Far above expectations Above expectations As expected	Performance towards target: Far above expectations Above expectations As expected
overall assessment	Below expectations Far below expectations Expenditure to: increase decrease remain as	Below expectations Far below expectations Expenditure to: increase decrease remain as	Below expectations Far below expectations Expenditure to: increase decrease remain as

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The Pupil Premium Link Governor will review strategy termly and report to the Full Governing Body.

The progress of pupils in receipt of the PPG is regularly discussed with teachers and subject leads.



Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Head teacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

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.

Our funding

Funding summary: Year 1					
Total number of pupils	45	PPG received per pupil	£1345	Indicative PPG as advised in School Budget Statement	£14,795
		Number of pupils eligible for PPG	9	Actual PPG budget	£14,795
Funding estimate: Year 2					
Estimated pupil numbers	50				
Estimated number of pupils eligible for PPG	4				
Estimated funding	£5,380				
Funding estimate: Year 3					
Estimated pupil numbers	50				
Estimated number of pupils eligible for PPG	5				
Estimated funding	£6,725				



Appendix 1		
	Barriers	Actions undertaken / evidence base* / rationale https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf <i>Where schools targeted the funding well, they: used research evidence to inform their thinking. Page 9.</i>
1.	Lack of school readiness	<ul style="list-style-type: none">• Effective liaison with feeder provider• Key expectations information produced and shared with feeder provider• Parent Handbook and additional Induction Pack• Open events• Induction days• Support for parents via website• Additional staff/TAs in FS• Focus on routines and expectations in first term• Small group interventions around early reading / maths skills• Speech and language interventions including Talk Boost• Targeted social groups• Parental engagement through PSHE/RE, Stay and Play and 'Touch of Class' sessions.



2.	Poor language and communication skills	<ul style="list-style-type: none">• Whole staff CPD• Professional development for specialist TA• Extension of TA hours• Speech Link and Language Link assessments and programmes of support and intervention - Wide range of resources• Interventions• Use of support and advice from Speech and Language Therapist
		<ul style="list-style-type: none">• Whole school focus on a communication friendly environment• Regular focus on communication in curriculum – i.e. use of standard English. Coordination with outside agencies including NHS and SALT
3.	Limited vocabulary	<ul style="list-style-type: none">• Whole staff CPD undertaken around teaching vocabulary.• All subjects / topics revised with focus on Tier 2 and Tier 3 vocabulary.• Vocabulary assessment used to identify issues with particular pupils.



4.	Lack of effective learning behaviours	<ul style="list-style-type: none">• Staff training around Growth Mindset.• Staff MAPA training• Staff training around regulating activities and Theraplay.• Focus in teaching and learning on resilience – monitored through observations / work scrutinies / pupil interviews.• Whole school assemblies which focus on this area.• Specific support programmes for targeted individuals, including: Yoga, Relax Kids, Lego therapy and Mindfulness• Before and After school clubs• Bespoke support for individual pupils• ‘Break out’ areas• Homework grid support for those who do not engage with the system via home
5.	Lack of fluency in / enjoyment of reading	<ul style="list-style-type: none">• Reading Champion/buddy• Reading assessments carried out termly PIRA• Inference intervention• Reading Priority Class Action Plans• Introduction (in 2019) of Read Write Inc progressive phonics programme• Reading record books• ‘At school’ readers:



		<ul style="list-style-type: none">• Whole Class teaching of reading – Guided Reading• Paired reading• Reciprocal reading• Intervention programme• Reading volunteers – trained via Federation• Class novel• Whole School Targets regularly focus on reading• Whole school focus on use of standard English• Focused weeks / days, i.e. Roald Dahl / World Book Day• Visiting authors
6.	Special educational needs and disabilities	<ul style="list-style-type: none">• Constant 'Plan / Do / Review' cycle• Progression through graduated response and EHCPs as appropriate• Equality Impact Assessments of all areas of the curriculum• Accessibility Plan• CPD for staff• Disability awareness raising• Additional support for individual pupils• Alternative Provision (if needed)• Therapeutic support for individuals• Support for parents choosing next placement for pupils, including transfer to specialist provision.• Wide range of support materials and resources• Bespoke / appropriate opportunities



a.	Poverty	<ul style="list-style-type: none">• Whole school poverty-proofing of curriculum and opportunities through not charging / subsidising• Subsidising of trips and visits, including residential• Provision of instrument tuition• Provision of breakfast club• Provision of uniform and other essential clothing and other items
		<ul style="list-style-type: none">• Signposting to support – i.e. Food Banks / free holiday activities• Support for parents completing applications such as those for DLA• EHAs, including those supported by school nurse



b.	Poor attendance	<ul style="list-style-type: none">• Alarm call for targeted parents• Collection of pupils as temporary support• First call and follow up for vulnerable pupils• Weekly tracking – meetings between admin and HT• Celebration of 100% attendance• Letters to parents / carers – this now includes pupils who are regularly late. These letters have been reviewed and updated to provide parents with clear, easy to understand information about the effect of absence and lateness on educational outcomes.• Meetings with teacher• Meetings with DSL / SENDCo• Home visits / house calls• Coordination with outside agencies• Holiday Fines• 15 Day penalties• CME referrals• Medical Care Plans• EHAs• Bespoke motivation and reward systems• Provision of free breakfast club (time specific).• Presentation for parents re importance of sleep and how to establish bedtime routines. http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf <i>Having a regular bedtime in term-time matters. Those who have a regular bedtime have a score 1.13 point higher than those who do not, and have progress between ages 5 and 11 that is 0.74 points higher.</i>
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c.	Lack of parental engagement	<ul style="list-style-type: none">• Signposting of advice and support• Communication – newsletter, website, emails etc.• New Parent Brochure / Reception• Enhanced school website• Reception Induction – including both afternoon and evening sessions• Year group transition meetings• Year 6 SATs Meeting• ‘Meet the Team’ information sheets for parents• Termly ‘Drop Ins’• Termly Consultation Evenings• Workshops for parents – PSHE/RE themes - Internet safety• Parental Surveys• Person-centred approaches to graduated approach and EHCP meetings• Residential meetings for parents• Play and Stay opportunities in Foundation stage.• Performances – in and out of school• Reports in new format• Homework Policy• ‘Open Door’ policy• Parental notice boards regularly updated.• EHAs as appropriate• Parents signposted to relevant training opportunities
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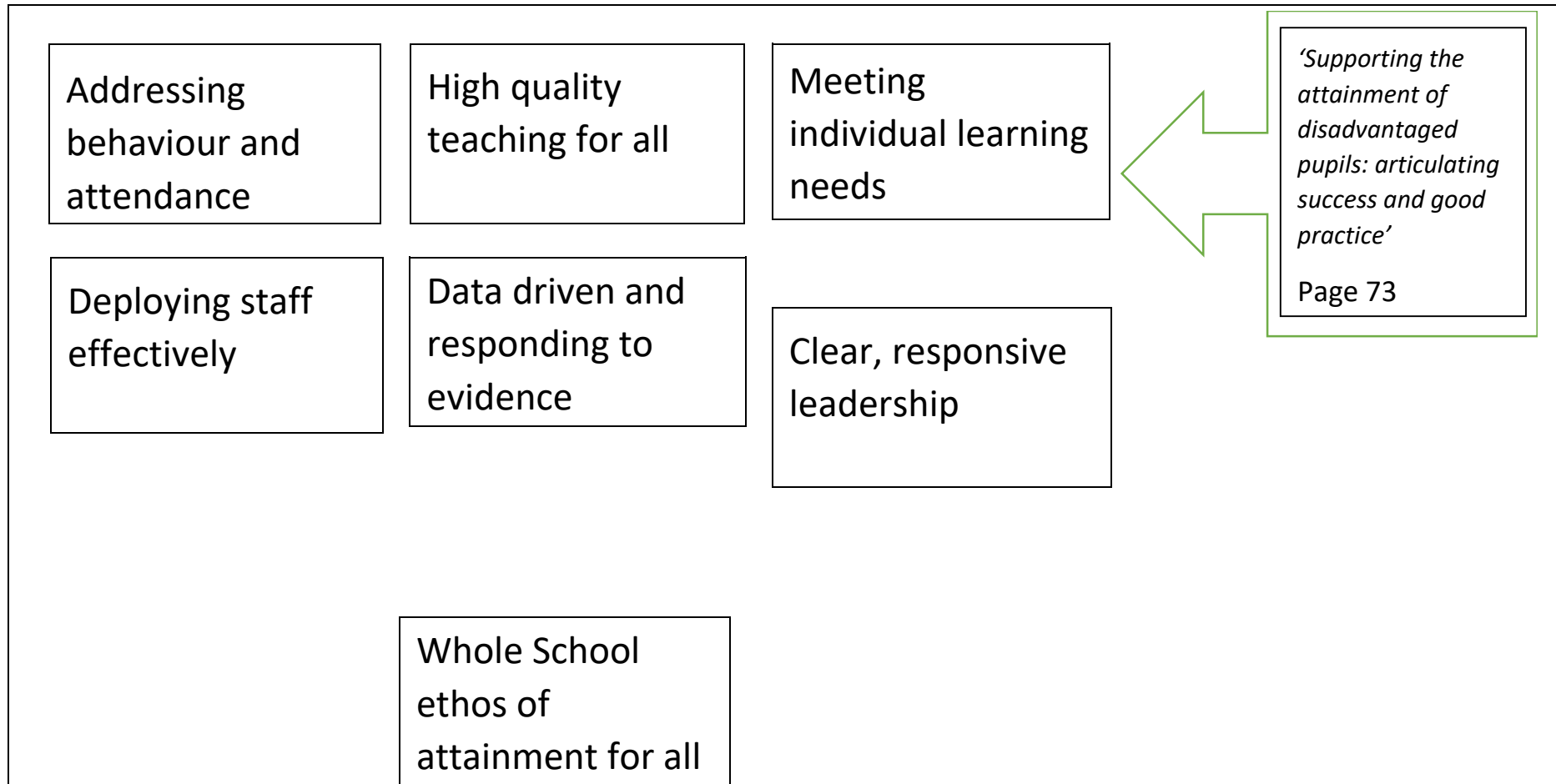
d.	Limited life experiences	<ul style="list-style-type: none">• Experiential learning through visits and visitors• Topic stimuli and finale – using Cornerstones Maestro• Nurturing of particular talents and interests• Funded events/visits
e.	Low aspirations	<ul style="list-style-type: none">• Aspirations Week• Review of research, i.e. ‘Supporting the attainment of disadvantaged pupils...’• Visits to enhance aspiration• Visitors to enhance aspiration• Topic stimuli and finale• Bespoke support for individual pupils• Nurturing of particular talents and interests• Involvement in opportunities – Big Sing• Funded music lessons• Celebration of achievements via website, blogs and newspaper articles
f.	Lack of focus and confidence due to poor mental health and wellbeing	<ul style="list-style-type: none">• Training for all staff around wellbeing / growth mindset• Whole school focus on PSHE/RE• Activ8 activities introduced• Specific support programmes for targeted individuals, including: Yoga, Relax Kids, Lego therapy and Mindfulness• Staff trained to deliver Art Therapy.• Before and After school clubs



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		<ul style="list-style-type: none">• Bespoke support for individual pupils• TAC meetings• Post incident reviews• Avoidance of exclusions / re-integration meetings
g.	Safeguarding issues	<ul style="list-style-type: none">• DSL(s) – training is kept current• DSL(s) provide training for all staff including dinner supervisors and governors• NSPCC training for staff• NSPCC Assembly for pupils• NSPCC workshop for parents• Multi-agency working – through MASH, CAP , EHAs, etc• DSL Supervision at each SLT Meeting





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<https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils>

All teachers are focused on Closing the Gap, including through a whole school approach to pupil progress, as: *'Disadvantaged learners are most successful where teachers in the classroom feel accountable for their outcomes.'* NET as above.



Timescale (3 – 5 years)



Research links



Context

- i <https://publications.parliament.uk/pa/cm201415/cmselect/cmeduc/647/647.pdf>
- ii [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium How schools are spending the funding.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_How_schools_are_spending_the_funding.pdf)
Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They: ...understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Page 3. ii <http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf>
Page 3 – Overall, the evidence from analysing free school meals (FSM) data is that: white British children eligible for FSM are consistently the lowest performing ethnic group of children from low income households, at all ages...; the attainment ‘gap’ between those children eligible for free school meals and the remainder is wider for white British and Irish children than for other ethnic groups; and this gap widens as children get older.
Page 10 – Where a child comes from now matters more for their success in later life than it did a generation ago.



<p>Best Practice around use of Pupil Premium funding</p>	<p>The approaches detailed above are, therefore, strategic and evidence based but not ‘compliance based’ and have formed a journey over several years. To quote ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ DfE November 2015: <i>‘...schools that experience less success are likely to have used more strategies in an attempt to improve their success. They are also more likely to rely on the Sutton Trust-EEF Toolkit and be more concerned that their strategies are evidence-based because of the pressure to demonstrate that they are doing ‘the right things’ to address the issue. On the other hand, schools experiencing greater success are more likely to attract higher quality staff, feel freer to rely on their own judgements and take calculated risks in their choice of strategies.’</i> Equally, to quote NET ‘An updated practical guide to the Pupil Premium’ by Mark Rowland: <i>‘Evidence informed, not evidence led. The EEF Toolkit offers a brilliant opportunity for Pupil Premium activity to be informed by evidence. But it was never intended to be used ‘painting by numbers’ style. Finding out what works for an individual school context should be closer to independent travel with a guidebook rather than a coach trip where you are told when and where to get off, where to eat etc...’</i> As stated by the EEF themselves: <i>Teachers might now be categorised in three groups: evidence seekers, compliance chasers and the disengaged.... We may now need to reconsider how to ensure schools use their pupil premium effectively and avoid shallow compliance,</i> ‘The Pupil Premium Next Steps, Sutton Trust and Education Endowment Foundation July 2015. i https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils ii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760385/Research to understand successful approaches to supporting the most academically able disadvantaged pupils.pdf iii https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf</p>
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iv <https://www.tes.com/news/school-news/breaking-views/25-low-cost-ways-maximise-pupil-premium-spending> v <http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf>
Consideration needs to be given to ensuring retention of good teachers, given that, the odds of a teacher leaving a primary school are 20% higher for the highest deprivation quintile, compared to the lowest deprivation quintile...These patterns are consistent with a situation where the typical teacher finds teaching in a higher deprivation school less agreeable. Pupil behaviour may be more challenging; teachers find they need to deal with social difficulties the child is experiencing; and there is less home support for learning. The emotional challenge of teaching in some of our more disadvantaged schools can be considerable. Furthermore, the threat of the accountability system in the form of negative Ofsted judgements and test results that fall below government 'floor' standards affect those in more disadvantaged schools far more. Page 39-40.
The Commission also focuses on Leadership and infrastructure as a key part of the model of successful support.

vi <https://schoolsImprovement.net/quest-post-marc-rowlands-32-pupil-premium-ideas-magpie/> *No Pupil Premium funded activity will be successful if turnover of teaching staff is very high.* vi <https://researchschool.org.uk/rosendale/blog/cherry-picking-or-broad-vistas-using-research-evidence-to-improve-outcomesfor-vulnerable-learners>

vii <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

viii <https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils> ix <https://www.amazon.co.uk/Updated-Practical-Guide-Pupil-Premium/dp/1909717630> x <https://ies.ed.gov/ncee/wwc/>

Teaching

i <http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf> The quality of teaching is the most important school-based determinant of educational success.

ii https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_How_schools_are_spending_the_funding.pdf
 Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They: ...understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Page 3.
 Page 10 – *They decided to use some of their funding to employ a good additional teacher for one term in Year 6. This meant that the class could be organised into smaller ability groups for English and mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential.*

iii <http://maximisingtas.co.uk/ta-standards.php>



Homework	<p>i https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/</p> <p>ii https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</p>
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<p>1. Lack of school readiness</p>	<p>i https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/ ii https://www.gov.uk/government/publications/reception-curriculum-in-good-and-outstanding-primary-schools-boldbeginnings</p> <p>iii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf</p> <p>iv https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_How_schools_are_spending_the_funding.pdf</p> <p><i>The best primary schools are making sure that poorer children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so they don't have to catch up later. Page 1.</i></p>
<p>2. Poor language and communication skills</p>	<p>i https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf</p> <p>ii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf</p> <p>iii https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-languageapproaches/</p> <p>iv https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ v https://www.sciencedirect.com/science/article/pii/S0145213418302047</p>



<p>3. Limited vocabulary</p>	<p>i https://www.psychologytoday.com/gb/blog/the-athletes-way/201402/tackling-the-vocabulary-gap-between-rich-and-poorchildren ii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf <i>Ambition 1 – Close the ‘word gap’ in early years...too many children still fall behind early, and it is hard to close the gaps that emerge. We need to tackle these development gaps at the earliest opportunity, particularly focused on the key early language and literacy skills, so that all children can begin school ready thrive.</i> lii https://researchschool.org.uk/rosendale/blog/cherry-picking-or-broad-vistas-using-research-evidence-to-improve-outcomesfor-vulnerable-learners <i>The main thing I have learned from working with schools on improving outcomes for disadvantaged and vulnerable learners is that ... they need a language rich, culturally rich curriculum.</i></p>
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<p>4. Lack of effective learning behaviours</p>	<p>i https://publications.parliament.uk/pa/cm201516/cmselect/cmpublic/327/327.pdf ii https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils page 14 iii https://www.sciencedirect.com/science/article/pii/S0145213418302047 iv https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>
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<p>5. Lack of fluency in / enjoyment of reading</p>	<p>i http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/2015-winners <i>Beech Hill Primary – 2017 winner – Introducing Read Write Inc as our primary phonics programme across Early Years and Key Stage One had a huge impact on phonics, reading and writing development. 93% of Y1 pupils passed the phonics test which is a considerable improvement on last year’s results and our highest pass rate to date. The programme has ensured consistency in the delivery of phonics and the modelling of reading and writing and the levels of engagement from all children, particularly PP children, have also improved.</i> ii https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ iii https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ iv https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehensionstrategies/ <i>The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for pupils from disadvantaged backgrounds. However, it is also important that pupils make progress in all aspects of reading, including vocabulary development, comprehension and spelling, which should be taught separately and explicitly. Page 11</i></p>
<p>6. SEND</p>	<p>i https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomesfor-pupils-with-send/ ii https://www.irishexaminer.com/ireland/childrens-special-learning-needs-linked-to-disadvantage-469064.html iii http://www.sec-ed.co.uk/best-practice/send-pupil-premium-parents/</p>
<p>a. Poverty</p>	<p>i https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf ii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760385/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</p>



b. Poor attendance	i https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-andattainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf
c. Lack of parental engagement	i http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/2015-winners National Primary School winner – <i>The school takes a robust and systematic approach to identifying the challenges its pupils face and the impact these challenges have on their learning by focusing both on academic achievement and wider work such as encouraging aspiration and parental engagement.</i> ii https://educationblog.oup.com/primary/closing-the-achievement-gap-the-critical-importance-of-parentalengagement iii https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parentalengagement/ iv https://www.suttontrust.com/wp-content/uploads/2017/11/PEN-Report.pdf v https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-supportchildrens-learning/ vi https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/ vii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf viii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf <i>Key research summaries indicate that:</i> <ul style="list-style-type: none">• <i>children with parents who take an active interest in their learning make greater progress than other children;</i>• <i>In the primary years, family influences have a more powerful effect on children’s attainment and progress than school factors;</i>



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| | <ul style="list-style-type: none">• <i>Parental engagement has a significant effect throughout a child's school years. Gains in pupil achievement stemming from parental engagement initiatives tend to be permanent;</i>• <i>In schools with matched intakes, those with strong parental engagement tend to do best. They have higher attainment and fewer problems with behaviour;</i>• <i>Levels of parental engagement are linked to socio-economic status, but in parenting it is what you do, not who you are that counts;</i>• <i>Even where families live in poverty children can achieve if their parents are involved and committed to their child's education;</i>• <i>Home-based factors that make the strongest contribution to the child's achievement in the primary years include the extent of one-to-one interaction between parent and child, and parental involvement in educational activities and outings with their child. Page 2/8</i> |
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	<p>x http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf <i>Children who had someone attending their parents' evening had much higher test scores at age 11. This is due to them making better progress between ages 5 and 11. Children with someone attending parents' evening made 1.26 points better progress between ages 5 and 11 than those that did not. Page 48.</i></p> <p><i>Here it is worth bearing in mind that a major literature review, supported by the Nuffield Trust, was unable to find high quality evaluations of interventions that demonstrate a causal link between higher parental engagement and improved attainment. But as the authors of that review commented: "This does not mean that we should stop trying to increase parental involvement in education. Rather, it means that if we are going to invest in significant interventions, we also need to invest in high quality, rigorous research that will show to what extent they are effective in raising attainment and other outcomes." Page 52.</i></p> <p><i>...research by the National Endowment for Educational Research and others has shown that parenting styles improve as a consequence of receiving support and training. Parents acquire knowledge, skills, confidence and empathy. Page 61</i></p>
<p>d. Limited life experiences</p>	<p>i https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils ii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760385/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</p>



<p>e. Low aspirations</p>	<p>i https://www.ucas.com/corporate/news-and-key-documents/news/children-who-know-age-ten-they-want-study-degree-%E2%80%98twice-likely</p> <p>ii http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf</p> <p>iii https://www.gov.uk/government/news/schools-should-be-doing-more-to-prepare-young-people-for-the-world-ofwork?utm_source=Weekly+Update&utm_campaign=da068315ad-EMAIL_CAMPAIGN_2016_11_21&utm_medium=email&utm_term=0_1440e439c4-da068315ad-104537757</p> <p>iv https://educationdatalab.org.uk/wp-content/uploads/2017/07/Pipworth-Community-Primary-School-case-study.pdf</p>
<p>f. Lack of focus and confidence due to poor</p>	<p>i https://www.nga.org.uk/About-Us/Campaigning/Spotlight-on-Disadvantage.aspx <i>...schools should adopt a more holistic outlook which recognises the value of both teaching and learning interventions and more pastoral initiatives. In doing so, they will need to carefully combine an awareness of the importance of</i></p>
<p>mental health and wellbeing</p>	<p><i>evidence driven decision making with an acknowledgement that schools should measure what they value rather than simply valuing what they can measure.</i> http://www.sec-ed.co.uk/news/one-in-six-children-are-vulnerable-and-face-risks-to-their-wellbeing/</p>
<p>g. Safeguarding issues</p>	<p>i https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p>