

## Review of Provision and Outcomes for use of Pupil Premium Funding

<b>Name of school</b>	Houghton Conquest Lower School and Preschool		
<b>Headteacher name</b>	Miss Catherine McCarthy		
<b>Chair of Governors name</b>	Dr Sue Burton		
<b>Reviewer(s) name(s)</b>	Review with CM and Mrs Sophie Peck ( PP Governor)		
<b>Date of review</b>	19/04/18		
<b>Number of eligible pupils: 9</b> <b>From Summer Term 2018: 11</b>	<b>FSM/Ever 6: 8</b>	<b>CLA : 1</b>	<b>Forces: 0</b>
<b>Total pupil premium budget for this financial year 2017-18</b>	<b>£12460</b>		

### 2. Context:

Pupil Premium funding is additional government funding provided to schools to support the progress and attainment of pupils eligible for free school meals, who have been eligible in the last 6 years [Ever6], looked after children ( LAC and recently adopted children) and those whose parents are in the armed forces.

At Houghton Conquest we have below average numbers of pupils who are disadvantaged. Over the last 3 years our numbers have been as high as 14 pupils in 2015-16 (16% of the school population), when the national average (NA) was 26%. In the current year 2017-18 we have 9 pupils which is 12% compared to a NA of 24%.

This year access to funding has been dramatically lowered to £12460 from the previous financial year of £19060.

Over time we have found that a high majority our pupils who are eligible for FSM have additional needs that add to their barriers to learn, for example, this year 75% of the eligible pupils are also on the SEND list or have external services working with the family to support their wider needs. Therefore, these pupils are supported by both budgets.

The 9 pupils are spread across the school: 1 in Foundation Stage, 3 in Year 1, 1 in Year 2, 1 in Year 3 and 3 pupils in Year 4. Added pupils for the Summer Term will both be in Year 3.

### **Pupil Premium numbers and Income over the last 3 years**

From summer term 2018 2 pupils have been added. 1 within a year group added due to changing family circumstances and 1 child has returned to the school after a period in another local authority.

£1,320 PP £1900 PP+	<b>2015 - 2016</b>	<b>2016 - 2017</b>	<b>2017 – 2018</b>
Number of eligible pupils (FSM initially and then FSME6)	13	12	8
Number of eligible pupils (CLA) PP+	1	0	1
Number eligible pupils (Armed Forces Families)	0	0	0
Total number of pupils	14	12	9
Total received	£19060	£15840	£12460

### **3. Activities carried out during this review**

- PP Governor Training attended by SP was shared: Making a Difference: the Priorities.
- Suggested questions provided by National Leading Champion for PP were used for the basis of discussions as part of this audit.
- Termly Pupil Progress Reviews. Examples documents that demonstrate how this is managed and how support is modified was discussed with PP governor. (Outcomes for PP learners are shared at governor meetings).
- Example documents shown to PP governor and SEND governor (where these overlapped) of how each eligible PP child has had a 1:1 Child Centred Discussion with their class teacher to review their self -esteem, elicit some views of what makes them happy and ask each child how they would like to be supported.

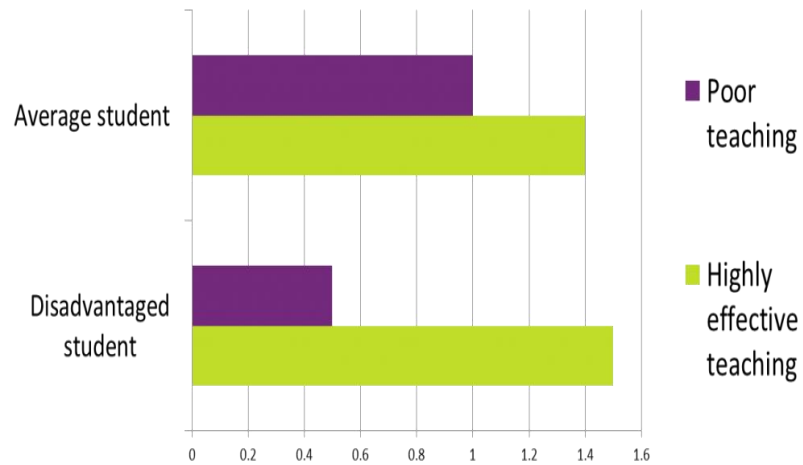
- New action Summer Term 2018 for the PP champion to observe and discuss with children in classrooms how they feel about their learning was discussed. The outcome of this 'talk' is then discussed with the teacher.
- PP children are a Weekly agenda item at staff meetings so that PP children and their involvement in the wider life of the school is monitored and discussions about relevant provision or opportunities offered outside of the school day can be shared. PP pupils as appropriate can be prioritised.
- An agreement to action at next our staff meeting: PP pupils class books are marked first. Completed. March 2018.
- Examples of our evidence about outcomes from provision e.g. Fizzy Programme was discussed and illustrated with an example.

#### **4. Summary of strengths and areas for development**

##### Strengths:

- Speech and language therapist fortnightly and the screening process at pre-school in the summer term prior to school entry.
- Fast access to internal wellbeing intervention by the Emotional Well Being Partner in school.
- Co-ordinated approach by EWL to request external services to support families with support from DSL.
- Access to EWMP for advice and support for all staff.
- Support staff capacity to run short term focussed interventions: Phonics, Talk Boost, support a pupil to access Forest School when appropriate, Fizzy Programme, Balanceability, Use of 'Theraplay' techniques and 'Sunshine Circles' from Trained staff.
- Forest School provision which has prioritised pupils who are PP and has evidence to support the benefits for those children.
- The school run Breakfast and After School Clubs which are accessed at no cost to PP pupils prioritised as requiring this care.
- Attendance of PP learners is increasingly good and has been part of the robust measures introduced for all children and families to improve attendance.
- A good awareness and understanding by all staff of how lack of support at home and low value placed on education by the family impacts on the PP child's achievement and progress.
- An increasing bank of customised strategies to support PP families with our careful use of this budget.
- An increasing use of case study approach for all PP learners so that there is more tracking and monitoring of all aspects of the learning at and beyond the school.
- All children but particularly PP pupils benefit from small class sizes and therefore more access to the classteacher.
- We both had seen the evidence of the impact on PP children from highly effective teaching (see chart) and have added this to our area of development to re-focus energy on this as there has been a strong emphasis on intervention within the school in the last year.

### Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

#### Areas of Development:

- More provision for PP who are bright and have potential to reach greater depth in their learning.
- More feedback from parents about the impact on the child or/and home and their family life on the agreed provision for that child i.e. use of breakfast club and then choosing a good time to take a snapshot and obtain feedback from parents.
- Observations of intervention sessions with PP pupils by Senior Leadership.

### 5. Agreed actions for the next phase of this project

- Continue to improve attendance of PP pupils.
- Accelerate the progress of PP learners in Year 1 to Year 2 and Year 2 to Year 4.
- Collate evidence of PP pupils developed skills and personal qualities from on-going use of Forest School.
- More focus is made on engaging parents and carers in the education and progress of PP children
- 100% buy in from all staff, conveying positive and aspirational messages to disadvantaged pupils and in particular providing for bright PP learners.
- A strong re-emphasis on high quality of teaching across the school. All future lesson observations to include commentary on the PP provision made by the teacher, the impact this has had which in turn reinforces the importance of this accountability within the appraisal process.
- Increased use of PP champion to observe and discuss learning with PP children within the classroom.
- Re-visit the EEF toolkit to make all staff are knowledgeable about low cost high impact strategies.
- All Governors are given training on PP.
- Explore and develop an idea linked to Forest School with ideas from the training: SP has some great ideas that I think could be worth looking at in more detail. <https://www.tes.com/news/20-things-do-youre-12-search-balanced-education>  
The Culture Challenge was something referred to at the Pupil Premium training session by John Dunford SP went on. It can be used to raise aspirations and expand cultural experiences. <http://www.culturechallenge.co.uk/how-small-steps-can-lead-to-giant-leaps-a-talk-by-hannah-machin/> SP has the Culture checklist and the National Trust list as well as the Powerpoint Presentation slides from John Dunford's session if all governors would like to understand this in more detail.

### Summary from this review of Predicted Attainment 2017-2018 (R Reading W Writing M Mathematics)

	Disadvantaged			Non-disadvantaged			Difference /Gap			Context
	R	W	M	R	W	M	R	W	M	
<b>Foundation Stage (1 child) PP+</b>	100	100	100	88%	77%	97%	+12	+23	+3	Information contained in this section is confidential due to small numbers of pupils involved. Relevant bodies e.g. Ofsted may request this information,

<b>Year 1 (3 pupils PP)</b>	66% 100	66% 100	66% 0	94%	94%	94%	-28 0	-28 0	-28 -100	individual parents may make an application to the Headteacher to discuss any of this information. The governing body is aware of this information
<b>Year 2 (1 child)</b>	100	0	0	100	88%	88%	0	-88	-88	
<b>Year 3 (3 pupils)</b>	67% 100%	67% 100%	67% 100%	93%	93%	93%	-26 +7	-26 +7	-26 +7	
<b>Year 4 (3 pupils)</b>	100%	100%	100%	100%	87%	87%	0	+13	+13	

#### Predicted Phonics Test

	Disadvantaged	Non-disadvantaged	Difference	Context
<b>Year 1 (3 pupils)</b>	66% 100%	94%	-28 +6%	As above.