

## Pupil Premium Overview

September 2017 – July 2018

Please refer to Pupil Premium Planning

<http://st-georges-wrotham.kent.sch.uk/about-us/pupil-premium/>

17/18 Allocation - **£58,030** (decrease of £1950 from 16/17)

16/17 Budget - £59,980.00 (delegated budget)

### Interventions and Impact

School leaders have considered research and reports, including the Sutton Trust, to inform their decisions about how to spend the Pupil Premium on activities most likely to raise achievement, increase attendance and engagement and improve transition. Headteacher and the Senior Leadership Team then decide upon how to allocate the pupil premium funding based on individual students' needs, informed by extremely detailed data analysis.

The school's monitoring and review of the impact of interventions is second to Deputy Headteacher's rigorous tracking and evaluating of the impact of each separate intervention. The school has a good performance management system in place for teachers and support staff to ensure that interventions are of the highest quality and delivered by those with appropriate training.

The school also implements a robust programme of lesson observations to monitor the quality of teaching and learning, with all teachers receiving four lesson observations a year, and any lesson judged to be less than 'Good' generating further observations. Interventions intended to target students eligible for pupil premium funding are observed as part of this programme. This enables the schools to ensure that the quality of teaching and learning during pupil premium funded sessions matches the high standards reflected in timetabled sessions.

The Deputy Headteacher and I discussed the effectiveness of the various interventions being used across the school. The Deputy Headteacher and I are currently reviewing these and will devise a new list of strategies with other stakeholders based on pupils' specific needs. Details of new interventions being used in 2017-18 and their expected outcomes will be added to the school website as soon as these have been finalised.

The range of support and enrichment opportunities available to pupils we believe are evident and are clearly being used to develop and enhance pupils' social and emotional skills.

### Data

The School's internal tracking (Data Dashboard) demonstrates that at the end of Year 6:

- In 2017, \*\*% of disadvantaged pupils achieved expected progress, while \*\*% of other pupils achieved expected progress in Reading.

- In 2017, \*\*% of disadvantaged pupils achieved expected progress, while \*\*% of other pupils achieved expected progress in Writing.
- In 2017, \*\*% of disadvantaged pupils achieved expected progress, while \*\*% of other pupils achieved expected progress in Maths.

In 2017, \*\*% of disadvantaged pupils achieved expected progress, while 83% of other pupils achieved expected progress.

Prior to this, the gap between disadvantaged and other pupils had been narrowing more significantly.

The Key Stage 1 to Key Stage 2 value added Summary Report by Arbor demonstrated that in 2017 almost all pupils were making at least expected value added in the majority of the core subjects.

### Staffing

Teachers and support staff are well informed about which students are eligible for pupil premium and the interventions that have been put in place to raise attainment. Termly updated lists of PP children are available to all teaching staff.

### Governors' knowledge and awareness

Governors are informed about how much money is allocated to the school for the Pupil Premium, and this is identified in the school's budget planning.

Governors are informed about how the school intends to spend the funding by means of a Pupil Premium Development Plan which is shared with governors at the beginning of the academic year, providing them with the earliest opportunity to challenge the way in which it has been allocated. The improvements the allocation has brought about are measured and reported to governors and parents via the school website.

The progress and outcomes of eligible pupils are clearly identified and rigorously analysed by the school's tracking systems. This information is then reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing.

We discussed the benefits of maintaining Pupil Premium as a standing agenda item in the termly Governors' SIP and WIS Committee meeting. This would enable governors to know, and intervene more quickly, if outcomes are not improving in ways they want them to. The school is considering designating a named governor with lead responsibility for reviewing Pupil Premium spending.

## Strengths

The school:

- Thoroughly analyses which pupils are underachieving and why, and takes decisive action as a result;
- Draws on research evidence (such as the Sutton Trust toolkit) and evidence from their own data analysis to allocate the funding to the activities that are most likely to have an impact on improving achievement;
- Ensures that a designated leader, Deputy Headteacher, Libby Rye, has a clear overview of how the funding is allocated and the difference it makes to the outcomes for pupils. She has developed concise methods for the use of data and is rigorous in ensuring that this information is passed onto teachers to ensure that all are familiar with expectations for individual pupil progress and achievements. Data collection is extremely thoroughly analysed and shared with teachers as appropriate.
- Ensures that all class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress;
- Is able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

## 2017/18 Provisional Spending Plan to include:

1. Part cost of a designated **Pupil Premium Teacher** to take on overall responsibility for Pupil Premium. This role will include liaising with the DHT and other key staff (Bursar, FLO, DHT) to keep an up to date registers (6x per year) and lead interventions groups in a nurture environment - **£19000**. The allocation will allow the PP Teacher to teach 0.4 of the school week.
2. Cost of **'One to One' Tuition** **£12000**. This will allow daily session with PP Teacher equating to 0.3 of the school week.
3. Part fund the cost of the **FLO (Family Liaison Officer)**: This will allow the FLO to (now that external funding has ceased the school now has to take on this entire cost (approximate **£8000**). Including: the promotion of better improved attendance in school including supporting uniform purchasing and trips.
4. Part fund the cost of **Teaching Assistants** to run provision groups: to include: Better Reading Partnership, literacy & maths booster groups and Social Groups - **£15000**
5. General Financial Support for Pupils including:  
Cost of curricula activities **Forest Schools** and **Challenger Troop**, additional ICT equipment and resources (FLO's fund), cost of residential trips, Holiday Camps & Extended Schools activities - **£4030**

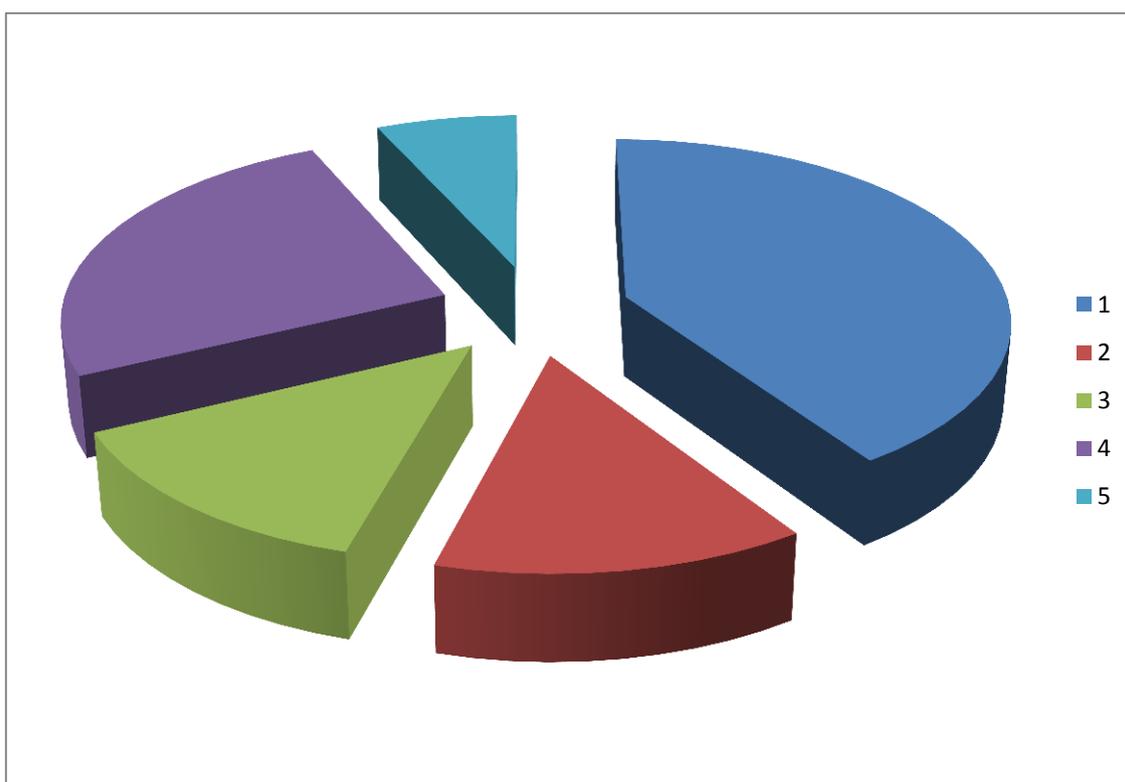


Figure 1: 2017/18 Allocations