

## **Pupil Premium Grant** (draft---awaiting progress scores)

### **Our Vision**

We are committed to an education that benefits us all, to a socially just, more equal society. *'Through greater equality, we gain a world where status matters less... where social anxieties are less inhibiting of social interaction and people are less plagued by issues of confidence, self-doubt and low self-esteem' (Wilkinson & Pickett, 2019). 'Knowledge, like air, is vital to life. Like air, no-one should be denied it' (Alan Munro). 'We feel equal in class. Other people don't come across as better than me. They may know more about something but the teachers want us to share our learning.'* (Pupil self-report 2020)

Our starting assumption is that we are all born with a desire for knowledge and we must do everything we can, as a primary school, to maintain and nurture that desire as well as offer pupils the opportunity to think beyond their own experiences and enable them *'to think the unthinkable and not yet thought...'* (Bernstein, 2000). *'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development'* -(Jerome Bruner).

*'The mind is not a vessel to be filled but a fire to be kindled.'* -(Plutarch).

### **Our Objectives:**

The intended outcomes for all pupils in receipt of Pupil premium funding is:

- The gap in achievement between PP pupils and non-pupil premium pupils is narrowed and ultimately in line.
- PP pupils are more school sure & wellbeing sure

### **Our approach to learning**

- We look to stay **responsive** to needs and interests including teaching which is truly **formative**—that constantly looks for **proof of learning** close to the coal face.  
*'Formative learning is like an educational positioning system- good teachers:- establish where pupils are at; identify the learning destination; carefully plan a route; make regular checks re progress along the way; adjust course as conditions dictate'* -Dylan Wiliam.
- Staying responsive requires **flexibility** in our thinking; the willingness to seek out possibilities; the openness to spot and make small changes, to read nuance in a situation and ultimately to shift into *'alternative modes of becoming.'* *'...unless you are open to possibility- able to seize opportunities as they arise, recognise misconceptions, misunderstandings, disengagement- you are lost.'* (Debra Kidd, 2020)
- **Responsive teaching** relies in turn on the quality of **relationships** in the classroom; on the adults' commitment to each and every individual in the classroom. Relationships in the classroom are *'rooted in the affective dimension and require watchfulness, humility and flexibility... A teacher who has great relationships notices things. The minutiae matter.'* (Debra Kidd, 2014). We need to be fascinated by our pupils; we need to give them the space to show us who they are and what they know.

*‘Learning in our class is really fun. Our teachers make it fun and enjoyable. There is an ‘air’ in the room that they create. They are interested in what we have to say. In science my teacher asked us what we knew and she learnt things from us as well as us learning from her. It’s like a circle – we may have different ways to learn and we get to share that with others- we get to throw the learning back.’ (Pupil self report 2020).*

### **Evaluation of our approach:**

We have responded to the very particular needs/ dynamic in our school. Alongside formative intervention, our pastoral team, our approach to behaviour and our promotion of pupil voice has helped to ensure all pupils feel more supported in school and have the kind of experiences and opportunities that grow both self-esteem and intrinsic interest in learning.

We have adopted a new way of teaching maths in order to raise the bar for all children and this has raised pupil and staff confidence.

Formative intervention has had a significant impact on outcomes for PP pupils.

### **Recent PP profiles for the school:**

<b>Number of pupils and pupil premium grant (PPG) received</b>			
Total NOR	<b>2018-19=</b> 316	Total NOR	<b>2019-20=</b> 315
<b>32</b> pupils in total at end of year		<b>32</b> pupils in total at end of year	
17 FSM		16 FSM	
5 Ever 6		8 Ever 6	
4 Adopted		4 Adopted	
6 pupils with serving parent in armed forces		4 pupils with serving parent in armed forces	
Total:	£48,980	Total:	£48,980

<b>Current In School barriers (issues to be addressed in school , such as poor oral language skills)</b>	
<b>A</b>	Vocab/ experiences/ opportunities for building knowledge and engagement
<b>B</b>	Social and emotional vulnerability.
<b>C</b>	Reading culture amongst PP children
	<i>Combining to make these pupils less ‘school sure’</i>

Current Outcomes sought – see SDP		
<b>A</b>	Vocab focus from class reads.	Pupil wordsmiths CTG in Brit Vocab Test
<b>B</b>	Social and emotional vulnerability.	Pupils engaging positively in school life- incl progress on Boxhall
<b>C</b>	Personalised reading plans.	Pupils will feel motivated to read a range of texts and talk about them. CTG on NGRT

**-Impact Report: data trends over the last 5 years:**

2016--: Performance of disadvantaged pupils--figs in percentages										
Progress	2015-16		2016-17		2017-18		2018-19		2019-20	
	PP (-% of cohort)	All pupils	PP (-% of cohort)	Non PP	PP (-% of cohort)	Non PP	PP	Non PP	PP	Non PP
KS2 Read progress		2.9	-0.78	1.56	1.96	1.56	-1.19	1.22		
KS2 writing progress		-0.5	0.93	1.07	-1.21	1.07	-6.68	-0.69		
KS2 maths progress		1.8	-0.99	-0.02	-3.33	-0.02	-3.09	-0.07		
Attainment	2016 FSM	non FSM	2017 FSM	National non FSM	2018 FSM	National non FSM	2019 PP	2019 non PP	2020 PP	2020 Non PP
KS2 reading ARE	75%	93%	40%	75%	67%	80%	38%	81%	67%	97%
Exc	0%	45%	0%	25%	33%	33%	0%	38%	17%	70%
KS2 writing ARE	100%	95%	80%	76%	67%	83%	13%	83%	67%	95%
Exc	0%	10%	20%	18%	17%	24%	0%	23%	0%	46%
KS2 maths ARE	100%	93%	80%	75%	50%	81%	25%	81%	67%	97%
Exc	0%	30%	0%	23%	17%	28%	0%	35%	33%	62%
KS2 SPAG ARE	100%	98%	80%	76%			13%	77%		
Exc		33%	20%				0%	31%		

	2016 FSM	non FSM	2017 FSM	non FSM	2018 FSM	non FSM	2019 PP	2019 NonPP	2020 PP	2020 NonPP
KS1 Phonics Check	80%	98%	100%	100%	100%	100%	100	98%		
Yr 2	100%	100%	SUPP	100%	NA	NA	NA	NA		

