

PUPIL PREMIUM

April 2022 UPDATE

What is Pupil Premium?

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England.

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Service Pupil Premium

Service pupil premium is additional funding for schools, but it is not based on disadvantage. This funding is provided for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is primarily to help with pastoral support. It can also be used to help improve the academic progress of eligible pupils if schools deem this to be a priority.

Funding paid to schools

- ▶ School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice.
- ▶ Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.
- ▶ It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

(DfE, April 2022)

Using the fund in schools

Evidence suggests that pupil premium spending is most effective when used across 3 areas:

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as interventions.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting **high-quality teaching**.

Non-eligible pupils

Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

(DfE, April 2022)

Accountability

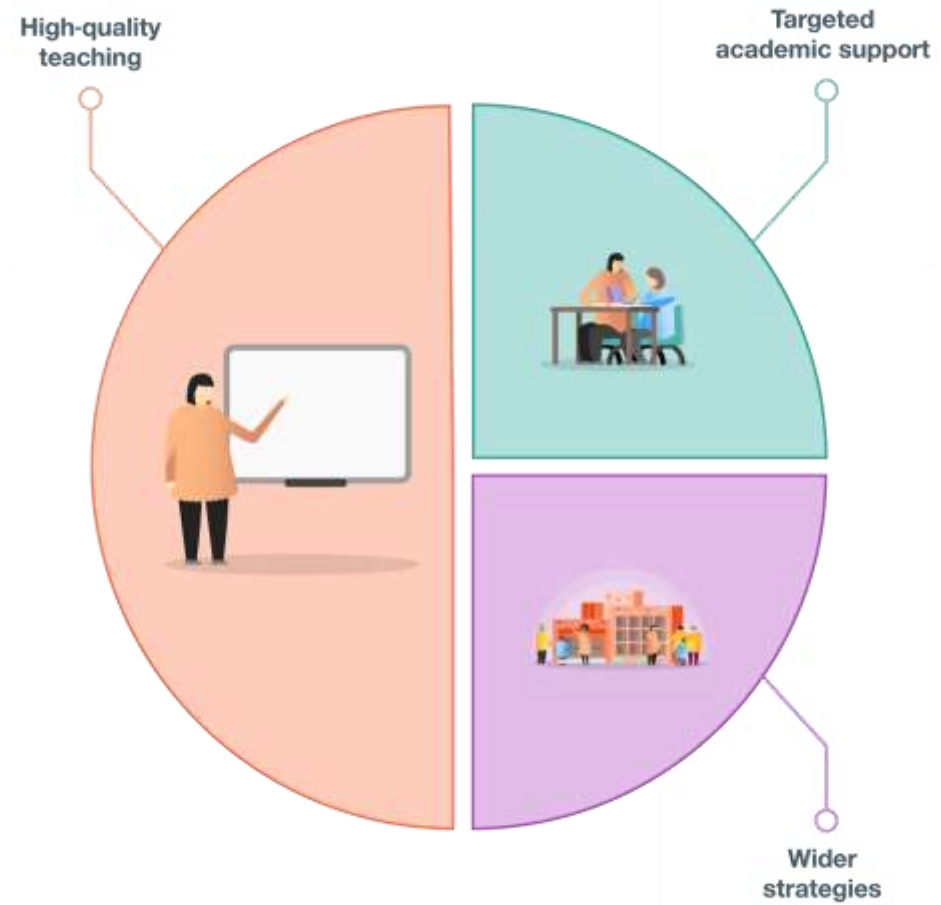
Schools must show how they are using their pupil premium funding:

- by publishing a statement on their website about how they use their funding and the impact it has on the attainment of disadvantaged pupils
- through inspections by Ofsted
- through published performance tables

Use of Evidence

- ▶ Schools must be able to demonstrate how the activity they use their PPG to fund has been informed by **research evidence**, making reference to a range of sources, such as that published by the Education Endowment Foundation (EEF).
- ▶ Schools are required to cite this evidence in their pupil premium strategy statement.

3-tiered system



At our school...

- ▶ 12% of pupils at Moseley CE Primary School receive Pupil Premium funding. We use evidence-based approaches as our starting points and carefully adapt them to our school context.
- ▶ Above all, we prioritise effective, **high-quality teaching** as a key factor for attainment and progress.



High-quality teaching

- ▶ Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.
- ▶ Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.
- ▶ Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in our school.

(EEF, April 2022)

High-quality
teaching



Targeted Academic support

- ▶ Pupils may require targeted academic support to assist language development, literacy, or numeracy.
- ▶ Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.



Targeted academic support

- ▶ Disadvantaged pupils with SEND have the greatest need for excellent teaching.
- ▶ Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.



Other targeted academic support

- ▶ Teaching assistant deployment and interventions
- ▶ One to one and small group tuition if needed
- ▶ Peer tutoring



Wider Strategies

- ▶ Supporting pupils' social, emotional and behavioural needs
- ▶ Extracurricular activities, including sports, outdoor activities, arts, culture and trips
- ▶ School meals
- ▶ Communicating with and supporting parents

Support middle and high attainers too

- ▶ The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group.
- ▶ Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.

Pupil Premium At Moseley CE Primary School

Funding Overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£18,830.00
Recovery premium funding allocation this academic year	£3,480.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,310.00

Challenges

Challenge number	Detail of challenge
1	Low prior academic attainment in Reading, Writing and Maths.
2	Social Emotional and Mental Health needs including attachment disorders, Adverse Childhood Experiences, low self-esteem, anxiety.

Intended Outcomes

Intended outcome	Success criteria
All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.	<ul style="list-style-type: none">Disadvantaged pupils achieve national average progress scores in KS2 Reading (0) by July 2022.Disadvantaged pupils achieve national average progress scores in KS2 Maths (0) by July 2022.Disadvantaged pupils continue to achieve national average progress scores in KS2 writing.
All disadvantaged children are able to decode to an age-appropriate standard by the end of Key Stage 1 so that they can read age-appropriate books in Year 3 and above. This will enable children to engender a love of literature and access the curriculum in Key Stage 2.	<ul style="list-style-type: none">100% of disadvantaged pupils achieve expected standard in phonics screening June 2022.
All children's SEMH needs are met so that they are able to develop positive relationships with adults and peers in school, access the full curriculum and engage in their learning.	<ul style="list-style-type: none">The SEMH toolkit and Strengths and Difficulties Questionnaires identify the progress and achievement of set targets so children are ready to learn, access the curriculum and develop positive relationships.

How the fund is being used this academic year

- ▶ Quality Teaching (for example, CPD, recruitment and retention) - Budgeted cost: £ 5,000
- ▶ Targeted academic support (for example, tutoring, one-to-one support structured interventions) - Budgeted cost: £ 8,000
- ▶ Wider strategies (for example, related to attendance, behaviour, wellbeing)- Budgeted cost: £ 5,830

Please note,

- ▶ DfE advise that while the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation.

MYTH: “Only eligible children can benefit from Pupil Premium spending”

- ▶ The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children.
- ▶ However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine.
- ▶ Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

MYTH: “The Pupil Premium has to be spent on interventions”

- ▶ There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.
- ▶ However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning.

MYTH: “Pupil Premium strategy can be separated from whole school strategy”

- ▶ The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system.
- ▶ When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

Further information

- ▶ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf
- ▶ <https://www.gov.uk/government/publications/pupil-premium>
- ▶ <https://www.moseleyce.bham.sch.uk/page/pupil-premium/115054>