

The Evolve Trust Pupil Premium Strategy

The Pupil Premium Strategy background:

The Pupil Premium (PP) is additional funding given to publicly funded schools in England. The purpose of the funding is to raise the attainment of disadvantaged pupils and diminish the difference in attainment and progress between them and their peers. Funding for PP is subject to change year on year.

During the financial year 2018-2019 primary schools received £1,320 per pupil and secondary schools received £935 per pupil (£2300 for Looked After Children). A premium also exists for pupils with parents in the armed forces. For the financial year 2018 – 2019 this is £300 per pupil. The total amount of money received by The Evolve Trust for Pupil Premium 2018-19 was £465,685.

Identification

Pupils who are entitled to this funding are pupils who are classed as Looked After Children (LAC), pupils with parents in the armed forces, and pupils who are eligible for Free School Meals (FSM). The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for free school meals since May 2013, as well as those first known to be eligible at January 2019, known as Ever FSM6.

Throughout the year, pupils may become eligible for FSM and are therefore eligible for PP. When this occurs, they will be added to the school's PP eligibility list. The data held on our pupils is available to staff through SIMS and this includes identifying pupils who are PP and there is an expectation across the Trust that staff should know how these pupils are.

It is this information that is used to create an eligibility list which identifies PP pupils and how the funding has benefitted them. The PP list is checked and updated on a termly basis to ensure that new pupils are added to the list where necessary. It is expected that Trust schools should ensure that they remind parents about PP and support them in claiming as appropriate.

Aims

As a values driven organization, one of our core values is inclusivity. Therefore, we aim to ensure that our teaching and learning meets the needs of **all** pupils and enables them to reach their full potential. We are also dedicated to ensuring that pupils who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding. The pupil premium will be used to provide additional support to improve the progress and raise standards of achievement and progress for these pupils. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. In addition, it will be used to address social disadvantage and enrich the children's lives. The Trust leadership teams regularly monitor and evaluate the strategies in place and report to the board.

The aim of this strategy is to ensure that pupils who are entitled to PP funding receive the support they are entitled to. In doing so, targeted provision will enable PP pupils to be able to make the same achievements and have the same or similar experiences as their peers.

Responsibility

It is the responsibility of **all** members of staff to ensure the pupils in their charge receive the best education, care and support available so that they achieve their full potential and have the skills to be successful in life. Due to the fact that pupils from deprived backgrounds are more likely to need additional support, we require a particular organisational focus to ensure that these pupils receive the bespoke provision they need.

The Role of the Class Teacher

It is important that the class teacher acknowledges and carries out these responsibilities which include:

- Being aware of the school's procedures for identification and assessment of, and subsequent provision for PP pupils.
- Collaborating with the school's PP Champion to decide the action required to assist the PP pupils to progress.
- Working with the PP Champion to collect all available information on the pupils.

- Working with PP pupils on a daily basis to deliver a broad and balanced curriculum, to ensure that they are making expected or accelerated progress.
- Being involved in the development of the school's PP strategy.
- Keeping records of PP pupils' progress and report to the PP Champion on pupil progress when required.
- Working closely with additional adults and the SENCO to ensure PP pupils reach their full potential by removing barriers, providing support and leading on class based wave 1 and 2 interventions.
- Liaising with middle leaders, SENCOs, pastoral teams and outside agencies when appropriate.

The Role of the Pupil Premium Champion

The designated academy PP Champion:

- Assesses, monitors and evaluates the impact of the interventions PP pupils receive.
- Analyses data to ensure the gap is being closed.
- Monitor and evaluate new initiatives that are introduced and the rigorously checks the effectiveness of the use of funding used.
- Collates and evaluates quality assurance evidence to support the judgements being made on the impact of funding.
- Liases with other key stakeholders re the use of PP resources to ensure that funding is appropriately targeted and impacts on outcomes.
- Reports on the use and impact of PP funding to key stakeholders, including scrutiny boards, senior and executive leaders and trustees.

It is then responsibility the of the class teachers to ensure that the agreed interventions and initiatives are having an impact and that, if any issues arise, the PP Champion is informed. These actions will aid in closing the gap between PP pupils and their peers and ensure that the funding is being spent as effectively as possible.

The Role of the Scrutiny Boards

The Scrutiny Board members' responsibilities to PP pupils include:

- Supporting the development of and subsequent annual reviewing of the PP strategy.
- Ensuring the expenditure is clearly articulated and consistently applied.
- Ensuring a PP Champion is in post at each school within the Trust.
- Naming a scrutiny board member and trustee with responsibility with PP.
- Ensuring access to the expenditure and impact available to all stakeholders.

- Ensuring that provision for PP pupils is of a high standard and that PP funding is being used to ensure pupils are fully involved in all aspects of school life.
- Ensuring that PP records, including progress data, are maintained by all staff and kept up to date .

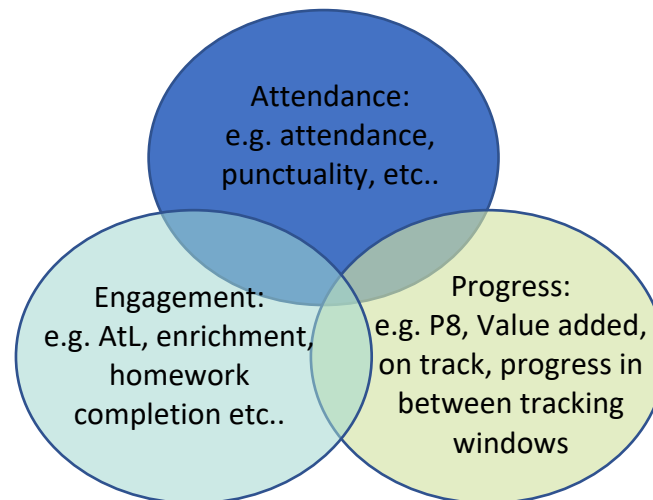
The board members with oversight for PP strands will do the following to ensure PP funding is being spent effectively:

- Contact the Headteacher and PP Champion on a termly basis to receive updates on PP pupils within the school.
- Support the PP Champion with the decision making process and act as a 'critical friend' through scrutiny board meetings.
- Keep up to date with new developments in PP.
- Visit the school to observe provisions and interventions in place for PP pupils (yearly) and report findings to the board.
- Support the PP Champions by reporting key information to the Trustee board.

Provision

We tailor our approach to the pupils in receipt of PP. Throughout the year, we identify the barriers and emerging needs of the pupils and find solutions to ensure that every pupil achieves their potential.

Pupils are identified for targeted intervention based on their attendance, engagement and progress:



Depending on the identified barrier(s) using the metrics as previously outlined, a variety of strategies to meet the needs of PP pupils are used, linked to strong evidence/ high impact strategies detailed in the Teaching toolkit on the EEF website. This includes (but not exclusively):

- High quality feedback on student work
- Social and emotional learning programmes
- Parental engagement
- Bespoke early intervention programmes
- Focused booster groups in Phonics, Writing, Reading and Maths to address gaps in learning, and to accelerate more able pupils in order for them to achieve beyond national expectations.
- Curriculum enrichment to improve aspiration
- Financial support for trips and residential.
- After school and holiday boosting classes for Y6 and KS4.
- Attendance intervention
- Classroom intervention prevention strategies

We monitor the effectiveness of strategies used in the previous years and then continue to provide the most effective provision for our students. In future years, provision will continue to be monitored to ensure that funding is being spent effectively and new initiatives will be introduced where necessary. Quality assurance activities will include:

- Trust Due diligence reviews
- Pupil premium reviews
- Termly impact reports to the scrutiny boards
- Meetings with pupil premium champions

Reporting

The Headteacher will be responsible for ensuring the production of termly strand reports and annual reports for the scrutiny board members on:

- The progress made towards diminishing the difference, by year group, for socially disadvantaged pupils.
- An outline of the provision.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving particular provision, when compared with other forms of support.

The school will ensure that there is an annual statement to parents and carers on how the PP funding has been used to address the issue of 'narrowing the gap' for disadvantaged pupils. This will be published annually on the school's website along with the impact of spend for the previous year.

This statement will include:

- The amount of school's allocation of pupil premium grant.
- Details of the main barriers to educational achievement that disadvantaged children in our school face.
- How the allocation will be spent to address the barriers and why these approaches have been chosen.
- How the school will measure the impact of the pupil premium.

References:

Pupil premium conditions of grant 2018 to 2019

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

The Education Endowment Foundation (EEF) use the pupil premium effectively to support disadvantaged pupils.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Appendix:

Appendix 1 – Pupil Premium Expenditure Plan and Evaluation (Secondary)

Appendix 2 – Pupil Premium Expenditure Plan and Evaluation (Primary)

Appendix 3 – Pupil Premium Expenditure Plan and Evaluation (Special)

Appendix 4 – Cost of Support

Appendix 1 – Pupil Premium Expenditure Plan and Evaluation (Secondary)

The Trust’s strategies relating to pupil achievement are based on ensuring **Quality First Teaching** across all year groups. There are a number of key strategies we use to supplement this including additional teaching support, intervention programmes, breakfast club, attendance support and educational visits. The following activities are in addition to these strategies, specifically targeted at pupils eligible for the Pupil Premium funding with the intended outcomes focused on **closing the achievement gap (a) improving attendance (b) and increasing engagement (c)**. Each strategy will be evaluated against the extent to which these outcomes are achieved on a termly basis.

| 1. Summary information | | | | |
|--|--|---|--|--|
| School | | | | |
| Academic Year | | Total PP budget | | Date of most recent PP Review |
| Total number of pupils | | Number of pupils eligible for PP | | Date for next internal review of this strategy |
| 2. Current attainment | | | | |
| | | Pupils eligible for PP (your school) | | Pupils not eligible for PP (national average) |
| Progress 8 score average | | | | |
| Attainment 8 score average | | | | |
| | | | | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | |
| Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | | | | |
| A. | | | | |
| B. | | | | |
| C. | | | | |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> | | | | |

| | | | | | |
|---|-------------------------|--|--|-------------------|---|
| D. | | | | | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | | | | Success criteria |
| A. | | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| 5. Planned expenditure | | | | | |
| Academic year | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Closing the Achievement Gap | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |
| ii. PDBW | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| | | | | | |

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|--|-------------------------|---|---|-------------------|---|
| | | | | | |
| Total budgeted cost | | | | | |
| iii. Other approaches (Engagement strategies) | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |
| 6. Review of expenditure | | | | | |
| Previous Academic Year | | | | | |
| i. Closing the achievement gap | | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | | Cost |
| | | | | | |
| | | | | | |
| ii. PDBW | | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | | Cost |

| iii. Other approaches (Engagement strategies) | | | | |
|--|-------------------------|---|---|-------------|
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
| | | | | |
| 1. Additional detail | | | | |
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Appendix 2 – Pupil Premium Expenditure Plan and Evaluation (Primary)

| 1. Summary information | | | | |
|--|--|----------------------------------|---|--|
| School | | | | |
| Academic Year | | Total PP budget | | Date of most recent PP Review |
| Total number of pupils | | Number of pupils eligible for PP | | Date for next internal review of this strategy |
| 2. Current attainment | | | | |
| | | | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | | | | |
| % making expected progress in reading (as measured in the school) | | | | |
| % making expected progress in writing (as measured in the school) | | | | |
| % making expected progress in mathematics (as measured in the school) | | | | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | |
| Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | | | |
| A. | | | | |
| B. | | | | |
| C. | | | | |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> | | | | |
| D. | | | | |
| 4. Intended outcomes <i>(specific outcomes and how they will be measured)</i> | | | | Success criteria |
| A. | | | | |

| | | |
|----|--|--|
| B. | | |
| C. | | |
| D. | | |

| 5. Review of expenditure | | | | |
|---|------------------|--|--|------|
| Previous Academic Year | | | | |
| i. Closing the achievement gap | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
| | | | | |
| ii. PDBW | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
| | | | | |
| iii. Other approaches (Engagement strategies) | | | | |

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
|--------|------------------|--|--|------|
| | | | | |
| | | | | |

iv. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Closing the achievement gap

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|----------------------------|------------------|---|---|------------|--------------------------------------|
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |

ii. PDBW

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--------|------------------|---|---|------------|--------------------------------------|
| | | | | | |

| Total budgeted cost | | | | | |
|--|-------------------------|--|--|-------------------|---|
| iii. Other approaches (Engagement strategies) | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |
| v. Additional detail | | | | | |
| | | | | | |



Appendix 3 – Pupil Premium Expenditure Plan and Evaluation (Special)

| 1. Summary information | | | | |
|--|--|----------------------------------|--------------------------------------|--|
| School | | | | Type of SEN (eg.PMLD/SLD/MLD etc.) |
| Academic Year | | Total PP budget | | Date of most recent PP Review |
| Total number of pupils | | Number of pupils eligible for PP | | Date for next internal review of this strategy |
| 2. Current attainment | | | | |
| | | | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving UQ targets in communication | | | | |
| % achieving UQ targets in maths | | | | |
| % progress specific to school setting | | | | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | |
| | | | | |
| In-school barriers | | | | |
| A. | | | | |
| B. | | | | |
| C. | | | | |
| External barriers | | | | |
| D. | | | | |
| 4. Intended outcomes (specific outcomes and how they will be measured) | | | | Success criteria |
| A. | | | | |

| | | | | | |
|--|-------------------------|--|--|-------------------|---|
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| 5. Planned expenditure | | | | | |
| Academic year | | | | | |
| The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Closing the achievement gap | | | | | |
| Action | Intended outcome | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |
| ii. PDBW | | | | | |
| Action | Intended outcome | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |

| iii. Other approaches (including Engagement strategies) | | | | | |
|---|------------------|---|---|------------|--------------------------------------|
| Action | Intended outcome | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |

| 6. Review of expenditure | | | | |
|--------------------------------|------------------|--|--|------|
| Previous Academic Year | | | | |
| i. Closing the achievement gap | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
| | | | | |
| ii. PDBW | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |

| | | | | |
|--|-------------------------|---|---|-------------|
| | | | | |
| | | | | |
| iii. Other approaches (including Engagement strategies) | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |
| | | | | |
| v. Additional detail | | | | |
| | | | | |

Appendix 4 – Cost of support

Cost of Support Hourly Rate of Staffing

| Staff | Hourly Rate £ |
|------------------|---------------|
| LSA/TA | 13.18 |
| HLTA | 21.44 |
| Learning Mentor | 17.60 |
| Speech Therapist | 27.96 |
| Teacher | 29.70 |