

## Maximising Pupil Premium Spending

*‘School Leaders and Governors should be looking in places like the EEF Teaching and Learning Toolkit at the high impact, low cost strategies that are shown by evidence to make the biggest impact. In addition to the toolkit, national reviews of successful practice with pupil premium have produced considerable evidence of what works best.’*

*John Dunford, National Pupil Premium Champion, TES April 2017*

At Sandal Castle Primary, a continuous cycle of monitoring, evaluating and reviewing of impact takes place to ensure value for money and **maximum** impact.

Research has identified the following 25 low – cost ways to spend pupil premium funding to make the maximum impact;

Research	Sandal Castle Primary Actions
An ethos of attainment for all pupil’s – high aspirations and expectations for all	<ul style="list-style-type: none"> <li>• Whole school philosophy and values</li> <li>• Externally validated QA of learning and teaching</li> </ul>
An unerring focus on high quality teaching	
100% buy in from all staff, with all staff conveying positive and aspirational messages to all pupils.	
Identify the main barriers to learning for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Highly experienced AHT with responsibility for Inclusion and Inclusion team</li> <li>• Pupil Voice</li> <li>• Non class based Assistant Headteacher with SENCO responsibility</li> <li>• Specialist staff</li> <li>• Provision mapping tool used</li> <li>• Staff experienced in identifying barriers</li> <li>• Interventions, support, nurture provided linked to barriers</li> <li>• Wide range of alternative assessments utilised to ascertain progress in addition to a reliance on test outcomes</li> <li>• Early Help Offer</li> </ul>
Frequently monitor the progress of every disadvantaged pupil	<ul style="list-style-type: none"> <li>• Daily discussions</li> <li>• RWI outcomes – Development days</li> <li>• PPM’s</li> <li>• RAG meetings</li> <li>• Cohort meetings</li> <li>• Pupil Voice</li> <li>• In house moderation</li> <li>• Wide range of alternative assessments utilised to ascertain progress in addition to a reliance on test outcomes</li> <li>• Triad moderation with Partner schools</li> <li>• External Consultant Reviews of T and L</li> </ul>
When a pupil’s progress slows, put interventions in place rapidly.	<ul style="list-style-type: none"> <li>• Highly experienced AHT with responsibility for Inclusion and Inclusion team</li> <li>• Non class based Assistant Headteacher with SENCO responsibility</li> <li>• Specialist staff</li> <li>• Provision mapping tool used</li> <li>• Staff experienced in identifying barriers</li> <li>• Interventions, support, nurture provided</li> </ul>

	<p>linked to barriers</p> <ul style="list-style-type: none"> <li>• Wide range of alternative assessments utilised to ascertain progress in addition to a reliance on test outcomes</li> <li>• Pupil Voice</li> <li>• PPM analysis of outcome - act</li> <li>• RAG meetings analysis of outcome - act</li> <li>• Cohort meetings analysis of outcome - act</li> <li>• In house moderation analysis of outcome - act</li> <li>• Triad moderation with Partner schools</li> </ul>
Deploy the best staff to support disadvantaged pupils- developing the skills of existing teachers and TAs	<ul style="list-style-type: none"> <li>• Audit of staff skills; link with provision mapping</li> <li>• Link staff PM - CPD, skills, qualities</li> <li>• CPD – evaluate impact</li> <li>• Early Help Offer</li> <li>• All Saints Partnership of Schools – CPD Event led by CBE Consultancy</li> </ul>
Collect, analyse and use data relating to individual pupils and groups	<ul style="list-style-type: none"> <li>• Non class based Assistant Headteacher with responsibility for Assessment and Data</li> <li>• SBM – Ex LA data and Assessment team</li> <li>• Phase Leader – UKS2</li> <li>• Interventions, support, nurture provided linked to barriers</li> <li>• Wide range of alternative assessments utilised to ascertain progress in addition to a reliance on test outcomes</li> <li>• PPM analysis of outcome - act</li> <li>• RAG meetings analysis of outcome - act</li> <li>• Cohort meetings analysis of outcome - act</li> <li>• In house moderation analysis of outcome – act</li> <li>• Triad moderation with Partner schools – equity/high aspiration</li> <li>• Early Help Offer</li> <li>• Pupil Voice</li> </ul>
Evaluate the effectiveness of TA's and, if necessary, improve this through training and better deployment	<ul style="list-style-type: none"> <li>• Audit of staff skills; link with provision mapping</li> <li>• Link staff PM - CPD, skills, qualities</li> <li>• CPD – evaluate impact</li> <li>• All Saints Partnership of Schools – CPD Event led by CBE Consultancy</li> </ul>
<p>Use evidence (particularly the EEF Toolkit) to decide on which strategies are likely to be most cost effective in overcoming the barriers to learning of disadvantaged pupils. High impact, low cost strategies include;</p> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Meta Cognition</li> <li>• Mastery Learning</li> <li>• Reading Comprehension</li> <li>• Collaborative Learning</li> <li>• Oral Language Interventions</li> <li>• Peer Tutoring</li> </ul>	<p><b>Feedback +8</b></p> <ul style="list-style-type: none"> <li>• Feedback and Marking Policy takes account of the recommendations of the reports of the 3 working groups. A review of the policy has been undertaken in line with the EEF research outcomes.</li> <li>• The vast majority of evidence demonstrates that feedback produces improvements in children's learning – external NoV's</li> <li>• Feedback at SCP will be verbal, written, or can be given through analysis and evaluation of test outcomes. It can come from a teacher or someone taking a teaching role, or from</li> </ul>

peers.

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)
- SCP has embedded the use of Blooms. It is recognised that research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', have a positive impact

#### **Meta – cognition +8**

- A 'Learning to Learn' Approach is embedded across the whole school with external practitioners and professionals noting the positive attitudes and behaviours to learning.
- SCP are flexible and fluid in our bespoke approach to individual children's needs and aim to give children a repertoire of strategies to choose from during learning activities
- Scaffolding learning is a successful tool used widely
- The use of success criteria is a tool used widely to ensure children are aware of to monitor and manage their own learning.
- The use of Blooms encourages children to plan, monitor and evaluate their learning  
EEF P4C Research School (2017-2019)

#### **Mastery Learning +5**

- Attendance at recent Maths Mastery training. Actions to be implemented across school.
- Aspects of Mastery Maths are currently in situ in Y6.
- Application to undertake the Primary Specialist Mastery Programme – cohort 3

#### **Reading Comprehension +5**

- Reading comprehension strategies and skills taught explicitly within the curriculum.

#### **Language Interventions +5**

- Teacher appointed with EAL specialism
- Appointment of support staff with EAL specialism
- Oral language interventions and support programmes established for children with EAL/NTC/NTE
- Extra -Curricular Language groups established.
- Refined tracking and assessment systems established for children with EAL/NTC/NTE
- EEF P4C Research School (2017-2019)

	<ul style="list-style-type: none"> <li>• Buddy system in place</li> <li>• WELLCOM</li> <li>• CHATTA</li> </ul> <p><b><u>Collaborative Learning +5</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum opportunities for learning tasks or activities linking subjects, themes incorporating Blooms questioning and higher order thinking skills</li> <li>• A structured approach with well-designed tasks</li> <li>• Approaches which promote talk and interaction, discussion, debate</li> <li>• Pupil Voice – School Council, H and S Task Force, Debate Club, Sports Leaders, Sports Council, Digital Leaders</li> <li>• APP Challenge evidence</li> <li>• Triad Moderation – Partner Schools</li> <li>• Outdoor learning evidence; Den building, Forest school work</li> </ul> <p><b><u>Peer Tutoring +5</u></b></p> <ul style="list-style-type: none"> <li>• Peer assessment is a key feature of our curriculum and assessment for learning strategy</li> </ul>
<p>Replace some 1:1 support with small group work</p>	<ul style="list-style-type: none"> <li>• Provision mapping ensures children with similar needs can be identified and small group, collaborative work can take place.</li> <li>• Specialist staff employed to lead specifics</li> <li>• Pupil Voice</li> <li>• Early Help Offer</li> </ul>
<p>Evaluate the effectiveness of interventions and make adjustments as necessary</p>	<ul style="list-style-type: none"> <li>• Highly experienced AHT with responsibility for Inclusion and Inclusion team</li> <li>• Non class based Assistant Headteacher with SENCO responsibility</li> <li>• Specialist staff</li> <li>• Pupil Voice</li> <li>• Provision mapping tool used</li> <li>• Staff experienced in identifying barriers</li> <li>• Interventions, support, nurture provided linked to barriers</li> <li>• Wide range of alternative assessments utilised to ascertain progress in addition to a reliance on test outcomes</li> <li>• PPM analysis of outcome - act</li> <li>• RAG meetings analysis of outcome - act</li> <li>• Cohort meetings analysis of outcome - act</li> <li>• In house moderation analysis of outcome – act</li> <li>• Triad moderation with Partner schools – equity/high aspiration</li> <li>• SLT – MER Impact meetings</li> </ul>
<p>Marking – mark the books of disadvantaged pupils first</p>	<ul style="list-style-type: none"> <li>• Review of the Feedback and Marking policy</li> </ul>

	<ul style="list-style-type: none"> <li>No current priority to mark PP books first</li> </ul>
In depth training for all staff on chosen strategies	<ul style="list-style-type: none"> <li>Audit of staff skills; link with provision mapping</li> <li>Link staff PM - CPD, skills, qualities</li> <li>CPD – evaluate impact</li> <li>All Saints Partnership of Schools – CPD Event led by CBE Consultancy</li> </ul>
Teachers should know which pupils are eligible for pupil premium	<ul style="list-style-type: none"> <li>Revised assessment system identifies clearly the children eligible for PP</li> </ul>
Use performance management to reinforce the importance of pupil premium impact	<ul style="list-style-type: none"> <li>Ongoing cycle</li> <li>GB overview</li> </ul>
Train governors on pupil premium	<ul style="list-style-type: none"> <li>GB members attend LA training</li> <li>GB visits to school – observing, monitoring role with SLT/staff</li> <li>Pupil Voice</li> <li>Raised awareness linked to presentations at committee meetings by staff</li> </ul>
Have a senior leader in charge of pupil premium spending and impact	<ul style="list-style-type: none"> <li>Assistant Headteacher for Assessment and Data</li> <li>UKS2 Phase Leader - Support AHT</li> <li>AfA identified lead – Programme to begin September 17 x 2 years</li> </ul>