

SCOTT LOWER SCHOOL

PUPIL PREMIUM PRACTICE REVIEW



Leadership Team Responsibilities

1. Do you already use targeted PP funding for vulnerable children?
Yes, see expenditure sheet.
2. Has the targeting changed over time?
Yes, we now try to ensure that it is spread more evenly across the school and it includes paying additional contributions for those children who needed financial assistance for school trips and the Year 4 residential visit.
3. What % is used on intervention that can be measured?
Most intervention can be measured e.g. 1st Class at Numbers, Rapid Reading, additional phonics, daily readers, I can statements etc., Boxall profiles etc.
4. Lindsey Lane and myself lead on the Pupil Premium targeting. All class teachers are responsible for the progress of PP children in their class.
5. There is as much distributed leadership as possible, throughout the school.
6. Half-termly Pupil Progress Meetings ensure that staff are clearly focussed on all children's progress.

Governor Responsibilities

- Kevin Dawe is our Pupil Premium Link Governor. He visits once a term and produces a report for the FGB.
- The School Development Plan is shared with the FGB and this includes a clear focus on raising achievement and narrowing the gap for PP children.
- At every Teaching & Learning Committee, the governors question the progress made by the PP children and I report on the impact of intervention.

Examination, Analysis and the Removal of Barriers

- We identify vulnerable children and ensure that they get the most appropriate intervention/differential WQFT.
- Our most vulnerable pupils access the Nurture Group.

Interventions in English & Maths

- First Class at Number has an entry and exit assessment to measure impact.
- Rapid Reading shows an entry reading age and an exit reading age.
- Nurture Group impact is evidenced through the Boxall Profiles.
- Daily phonics – the TAs keep a half termly record of the number of words recognised and written by the children to demonstrate progress.

Personalisation

- QFT is secure across the school; staff all know what makes an outstanding lesson. Peer observations are in place across the school.
- Provision Mapping is in place across the school. We have just appointed a new SENCO.

Monitoring & Evaluation

- Performance Management targets are linked to PP children not only for achievement but for also enabling them to access cross curricular activities.
- The Teaching & Learning Committee hold me to account to ensure that the interventions are having a positive impact.

Impact of Assistance in the Classrooms

- All classes have a classroom based TA, full-time in Foundation Stage and KS1 and mornings only in KS2. Support staff have to be included on everyone's planning and do not always support the same children, unless they are a 1:1 support and even then, the teachers and classroom based TA sometimes work with these children.
- All support staff have a structured CPD programme and have annual Performance Management. This term the support staff have had training on 'Behaviour Management' and 'First Aid'.
- We have just embarked on the MITA programme to ensure that our TAs are having maximum impact.

Attendance at Extra Curricular Activities

- All teaching staff run a 'Club' and they target PP children, where appropriate, to attend (see list), as this is part of the AFA Programme.

Parental Engagement

- Attendance of Consultation Evening is improving. So too, is attendance at our Curriculum meetings, Homework Exhibitions. Coffee Mornings and Adult Learning sessions.
- We use structured conversations' as part of the AFA programme
- Regular meetings take place with the EWO to proactively improve attendance. It also features in the weekly newsletter.
- Regular texts and newsletters are sent home to ensure good communication.