

Pupil Premium

Background Research and Practice within Frank Wise School

At the centre of Frank Wise's philosophy is that all pupils matter. Ofsted and the government have placed a high status on the Sutton Trust's Teaching and Learning Toolkit, and we support this. This summarises evidence from research into the impact of various strategies to address the attainment of disadvantaged pupils, with particular relevance to schools' use of the Pupil Premium.

www.educationendowmentfoundation.org.uk/toolkit

We have always used a variety of teaching and support techniques with our pupils. The Sutton Trust's Teaching and Learning Toolkit comes with a warning note that educational attainment is their 'primary metric'. This means that their main measure does not systematically report on impact on aspiration, behaviour etc. which are significant aspects of our work. The Sutton Trust has also 'averaged' out the impacts. While a general trend may be valid, it does not necessarily follow that a particular approach will have the same level of impact in our setting. An approach they rate as low impact might be valuable in our setting, and an approach they rate as high impact with low cost might not work so well in our setting. Their summary does not include reference to special schools at all. Nevertheless, their system of rating interventions according to the lowest cost for the biggest impact is likely to actually support lots of work going on in special schools anyway.

At Frank Wise School our data shows us that children eligible for Free School Meals (FSM), and Looked After Children (LAC), meet or exceed the attainment of the rest of our school population. Consequentially we are confident that the Sutton Trust's highly rated interventions do not only impact on the school as a whole, but our FSM and LAC children's attainment as well. It is crucial for all staff to improve their teaching skills, since staff move regularly across the school within the year and between years. Thus an FSM or LAC child can work with any member of staff at any one time. Therefore we emphasise that all staff develop their use of questioning, individualised instruction and effective feedback.

The top three that the Sutton Trust Report highlights are:

1. Feedback: Very high impact for low cost
2. Meta-cognition: High impact for low cost
3. Peer tutoring: High impact for low cost

Feedback: Ability of staff to give pupils constructive feedback on their work and performance. The quality of our staff training (teachers and support staff) has been recognised by Investors in People for over a decade, and in 2011 was rated to be Gold Standard, the highest possible ranking. Part of the reason for this recognition is that we have a carefully evolved programmes of induction and mentoring for all new staff, along with significant ongoing in-house training supported by external courses as required.

Meta-cognition: This is described as providing the pupils with strategies for learning. In our school this includes early learning responses, turn-taking and other intellectual and reasoning skills, up to higher levels of cognitive thinking in which the pupil is taught to demonstrate the ability to think about their process of learning.

Peer tutoring: The report suggests that cross-age tutoring offers slightly greater benefits - whilst this is not perceived to be as powerful a tool for raising achievement as the first two, we do nevertheless engineer opportunities within the school year for pupils to benefit from working across the age groups, with events such as Sports Day, World Book Day, Red Nose Day and other charitable activities, Christmas productions and films, and annual Curriculum Days.

Other Uses of Pupil Premium

We serve a mixed catchment centred on the town of Banbury. Measures of deprivation vary in terms of accuracy, but 11 of Cherwell's rural wards are within the top 10% nationally for barriers to housing and services; 5 areas within Banbury Ruscote and one in Banbury Neithrop are in the most deprived 10% in England in terms of skills, education and training. Using the Index of Multiple Deprivation (2010 census data) Ruscote Ward and parts of Grimsbury and Castle Ward are in the top 20% most deprived areas nationally. Statistics can only partially represent the true breadth of the impact of deprivation in the locality, and we are aware that there are other children within our school, from different areas of the town, from other towns, and from rural settings, whose families are also significantly affected by the same social and financial difficulties. It is essential that we make the maximum use of the flexibility of this funding to have the highest impact on the greatest number of children, improving outcomes for all.

Given our priorities of ensuring that all staff are highly skilled in the use of feedback/questioning, and the development of meta-cognitive skills in our pupils, both of which are supported by the outcomes of the Sutton Trust research, we use this funding to meet these aims. Pupil Premium for LAC children is allocated to the Virtual School for Looked After Children and therefore is not calculated in the assured overall funding.

These include:

1. Funding the hours for a Home-School Link Worker 13090
2. Payment for Residential Visits (LAC pupils)
3. Administration of FSM and LAC paperwork
4. Community and special events which help the children to integrate into the wider society.

Annual Report Details for 2016 - 2017

	FSM	LAC (inc adopted/ residency)	Total
No. of eligible pupils	26	0	26
Rate of Pupil Premium	14/25@ £935 +12/25@ £1,320	N/A	N/A
Overall funding	£29,000	£0	£29,000

Pupil Group	IEP Targets met	P Scale / NC progress
FSM (2015-16)	83% (School average.: 85%)	Please see attached sheet for progress in English and Maths across a three year period (average Key Stage length).
LAC (2015-16)	N/A (School average.: 85%)	Please see attached sheet for progress in English and Maths across a three year period (average Key Stage length).

Action	Cost	Pupil Outcomes	Evidence
Staff training, including induction	£10,000	Outstanding	Ofsted report (full, 2010, Early Years, 2011)
Development of meta-cognition skills in pupils (resources)	£1,000	Outstanding	Ofsted report (full, 2010, Early Years, 2011)
Peer tutoring whole school events	£1,000	See Pupil Group data above	Student Council
Out of School Liaison Officer	£15,000	24 families of FSM & LAC supported during year	OSLO termly report to governors (Feb 2017)
Contributions towards residential trips - families with financial issues	£1,000	15 FSM/LAC pupils (Year 4+) attended residential trips 2013/14	Payment records and trip videos.
FSM & LAC Administration	£1,000	See Pupil Group data above	FSM & LAC paperwork
TOTAL	£29,000		

NC/P-Scale Data - English

Listening

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		5	2	6	6	
Pupil Prem.		5	2	7	7	

Speaking

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		5	2	8	4	
Pupil Prem.		5	3	8	5	

Reading

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		3	2	10	2	2
Pupil Prem.		3	2	10	4	2

Writing

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		3	1	10	3	2
Pupil Prem.		3	2	10	4	2

Progress across 3 years (an average Key Stage)

NC/P-Scale Data - Maths

Using and Applying

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		2	7	8	2	1
Pupil Prem.		3	7	8	3	1

Number

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		3	5	8	3	
Pupil Prem.		3	5	10	3	

Shape, Space and Measure

	Assessed at lower level	Maintained the same level	Progress within the same level	1 level of progress	2 levels of progress	3 or more levels of progress
LAC						
FSM		5	2	10	2	
Pupil Prem.		5	2	11	3	

Progress across 3 years (an average Key Stage)