**Kettleshulme St James CE (VA) Primary School**



**Pupil Premium**

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

**Background**

**Purpose**
The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Up to £50 million of the pupil premium funded a Summer School Programme for disadvantaged pupils to support their transition to secondary schools in September 2013.

**Accountability**
The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:
- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online

How schools present the information in their online statement is a matter for each school. There is certain information that must be in the report: the school's pupil premium allocation in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the impact of this expenditure on the educational attainment of those pupils at the school, in respect of whom grant funding was allocated.

**Funding**

In most cases the pupil premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

For pupils from low-income families in non-mainstream settings the local authority decides how to allocate the pupil premium. The authority must consult non-mainstream settings about how the premium for these pupils should be used. Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll.

**School Report on Spending**

**This section of the document identifies the amount of pupil premium the school received in the last six academic years, together with the current academic year. It also illustrates how it was spent and the impact on the children.**

**2013/14 - £00.00**
**2014/15 - £00.00**
**2015/16 - £1600.00**
**2016/17 - £3,220.00**
**2017/18 - £3,960.00**
**2018/19 - £2,640.00**

# Kettleshulme St James CE Primary School
## Pupil Premium
### 2018/19

| Identified need | Action taken | Impact |
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| 1. Improving feedback between teachers and children. | Staff undertook training through Shirley Clarke and associates with the White Nancy Family of Schools. Shirley Clarke's work is influential in education and research shows that it can have a significant impact on children's outcomes. The school had previously implemented some strategies so was able to build upon those. As a result of this training, the school amended part of its Feedback Policy to improve outcomes for children. | *Feedback is more immediate. Teaching staff assess during the lesson, which has a greater impact on children's progress as they can deal with misconceptions and elicit an immediate response. Feedback is more precise and focused. Teachers can fine tune the next target with more immediacy which, in turn, has greater impact and children are to gain a deeper subject knowledge.* |
| 2. Understanding the impact of growth and fixed mindsets in order to improve outcomes for children and maximising the impact on learning. | Staff undertook training on mindsets delivered as an extension to a member of staff's professional development through a Masters' degree. The headteacher has support staff development through material provided by Professor John Hattie, University of Melbourne and Professor Barry Hymer, University of Lancaster. | *Understanding the issues around mindsets and whether children have a propensity for growth or fixed mindsets has meant teachers are able to target teaching strategies more effectively. For the children themselves, it has been important for them to see that their intelligence is not fixed and a different way of working may open a piece of learning that has been previously restricted. Based on the research findings of Professors Hattie and Hymer, policy and practice has changed and developed in school.*<br><br>*The training enabled staff to improve their level* |

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| | | *of interaction with their children. It enabled an evaluation of professional practice. It was found, through research, that some elements of practice did not have a significant impact on the outcomes for children, so they were stopped doing and staff began looking at practice that had a greater impact on children* |
| 3. Learning what works from anothers' experience and improving capacity - involvement in school networks – The Family of Schools and The Tytherington Cluster. | 'Mastery' in maths training through the 'maths hub' requires a focus on teacher led research in supporting 'mastery' teaching in primary schools.<br><br>Leading the ECaph/LA maths project for the Tytherington Cluster, in 2016/17, which involves the local high school provided an element of training for the cluster's maths specialists in order for them to cascade knowledge down to all maths teachers. It also involved an element for Y6/7 transition and Y2/3 transition. | *These two projects, closely linked, are providing teachers with an understanding of maths that will allow them to add depth to the children's understanding – 'mastery' – rather than accelerated progression. The projects are designed to have a whole school impact as they involve teacher from KS1 and KS2 together with any specialist maths teachers (MaST). The collaborative nature of the projects means that working with other schools will mean that staff can learn with and from each other. Involvement of Tytherington School will enable the primary and secondary sectors to work more closely together to support children's learning and outcomes.* |
| 4. Children developing their own metacognition – understanding the learning process and how they learn. | Provided children with an inexpensive resource which provides them with relevant ques to allow them to progress more independently. | *The resource supports children's progression by encouraging them to relinquish the reliance they have on the classteacher, developing a more independent approach to their learning. It encourages strategies which require reflection on previous tasks, the success criteria for present tasks and an opportunity to critically evaluate the finished product. It requires the children to think about 'What went well?'; consider improvements through 'Even better if?'; and, think about how* |

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| | | *today's learning strategies could be applied to another, perhaps different, task.* |
| 5. Exploring mental health issues and easily signpost pupils to relevant support, either within the school or their local community, with clear practice implications. | Using support materials from The Royal College of Psychiatrists conference "Collaborative approaches to the mental health of children: from issues to interventions" to support the teaching and learning for children and young people with mental health needs; to help the school recognise mental health issues; and to support the school in knowing who to go to and what routes are available to access support. | *Conference date – 30th January 2018.* |