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PUPIL PREMIUM SELF-REVIEW

School	HORWICH PARISH CE PRIMARY SCHOOL
Date	September 2019 / updated January 2020 / updated Dec 2020 / updated June 21 & October 21
Name(s) of those Undertaking the Self-Review	DEBBIE MILLS (HEAD TEACHER) / Susan Baines(GOVERNOR)

A. IDENTIFICATION OF NEED & TARGETING PROVISION

ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	PERSON RESPONSIBLE	Source of Evidence
A1. The school has clearly identified those eligible for the Pupil Premium in each Year Group and knows whether pupils are FSM, FSM6, CLA or from Service Families.		SIMS data provides identification of the characteristic of each learner.	SC	SIMS
A2. Children have been grouped according to their characteristics e.g. EAL, SEN etc. Needs are known and addressed.		SIMS data provides identification of the characteristic of each learner Provision map outlines how needs are addressed	VW DM	SIMS
A3. The school has identified the barriers to learning which PP pupils may experience. It has procedures in place which reduce the negative impact of these barriers.		Pupil progress meetings identify PP children and barriers and possible interventions and support required.	DM AW	Pupil progress forms LR intervention timetable

A. IDENTIFICATION OF NEED & TARGETING PROVISION				
A4. PP children with no specific need are appropriately supported.	More opportunity to be provided here	Inclusion events Enrichment opportunities Challenging children within classroom environment TA support in class	Class teachers	
A5. There is a range of appropriately targeted support which has a positive impact on standards attained by groups and individuals. Some support is of a non-academic nature. This is carefully monitored and the impact recorded.		Reading interventions provided in identified year groups – LR Writing intervention programme in place provided in all year groups Lexia / IDL for specific children Nurture programme in place by Aspire In class support with TA Tutoring support for disadvantaged writers White Rose Maths tutoring programme Dragons den 6 week support for writing Reading Plus programme	AW DM	Provision map

A. IDENTIFICATION OF NEED & TARGETING PROVISION				
<p>A6. School staff has the necessary skills and training to support the needs of PP pupils.</p>		<p>Aspire are employed one day a week We are currently recruiting for a learning mentor to support DAP children. All TAs received online bereavement training EWO utilised to support children and families LR – writing / working memory etc. courses Team teach – all teachers and HLTAs Weekly CPD support CPOMS Strategy meeting notes</p>	<p>DM</p>	<p>Nurture notes Aspire notes on cpoms and reports CPOMS CPD summary Staff meeting minutes</p>
<p>A7. The school may have explored/ arranged shared provision with other schools through pooled funding to offer more opportunities and value for money.</p>		<p>School buys into SCCO sport cluster to enable regular competitions Cluster moderation in reading, writing and maths Festival of fun event – scheduled for 2022 (postponed in 2020 & 2021)</p>	<p>DM staff</p>	<p>PE notes CPD review</p>
<p>A8. Provision is mapped and co-ordinated across the school. Intervention/support plans may be in place for individuals or groups.</p>		<p>School provision map in place for PP children and SEND children Intervention programme Achieving success forms for parents / SEND files Behaviour plans in place – logs kept on CPOMS Attendance tracked and logged by EWO/HT Risk assessments for identified children</p>	<p>DM EWO AW Aspire</p>	<p>Provision map writer CPOMS</p>

A. IDENTIFICATION OF NEED & TARGETING PROVISION

- RECOMMENDATIONS FOR ACTION:**
- DM to ask cluster head teachers to network and organise events for PP children across cluster after COVID
 - More opportunities for children without academic need after COVID

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	PERSON RESPONSIBLE	Source of Evidence
<p>B1. A named whole-school lead for PP pupils is identified (PPCo), with appropriate experience, skills and training.</p> <ul style="list-style-type: none"> • The Expectations of the role are clearly set out. • At least one appraisal objective is aligned with this role, linked to outcomes for disadvantaged pupils. (SEPT 2021) 		<p>Debbie Mills - whole school lead</p> <p>DM appraisal includes a target on curriculum, pastoral and behaviour support, a target linked to ensuring provision for writing is embedded to support vulnerable groups e.g. PP & a target linked to the mental health & wellbeing of all children including those most vulnerable.</p>	DM	Appraisal evidence
<p>B2. The PPCo is a member of SLT. If not, they are directly line-managed by SLT and:</p> <ul style="list-style-type: none"> • Frequent and regular line management meetings are held, with a formal agenda and key actions highlighted; • Meetings include a focus on the impact made on provision and outcomes for the identified group. 		Meeting notes between DM & PP governor		Copy of PP agenda's & minutes

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:				
<p>B3. The School Impact Plan identifies raising achievement for disadvantaged pupils as a priority. The plan includes overarching targets and expected outcomes, with clear responsibilities, actions and timescales. A more detailed 'working' version of the plan might be used to inform the work of the whole-school lead.</p>		<p>SDP/SES/SIP all have targets included for PP children These are then cascaded down into class strategy meeting plans & pupil progress mtgs & finally an intervention timetable</p> <p>A monitoring calendar tracked the progress of PP children e.g. book scrutinies, pupil discussions in 2020</p>	DM	<p>SES SDP SIP</p>
<p>B4. The PPCo oversees the progress of the group within the school tracking system (including for achievement, behaviour, welfare and attendance. Support and intervention are routinely modified and adjusted in response to tracking information.</p>		<p>PP progress data tracked each term. Targets & End of year attainment too Barriers to learning identified and supported Provision map writer reviews SEND intervention Behaviour tracked each half term / exclusions tracked Attendance tracked Welfare tracked through nurture provision Attendance tracked</p>	DM	Summary of SEND interventions
<p>B5. The PPCo has the opportunity to evaluate provision for PP pupils first-hand (e.g. through work scrutiny, pupil interview etc.)</p>		<p>Monitoring calendar for DM/SB to follow Pupil questionnaires completed each term (SLT doing in absence of Governor due to COVID)</p>	DM SLT	

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:**RECOMMENDATIONS FOR ACTION:**

A monitoring calendar is needed to further track the progress of PP children e.g. book scrutinies, pupil discussions –in a termly calendar

C. GOVERNANCE

ASPECT OF THE REVIEW	RAG	• CURRENT PRACTICE, PROVISION OR PERFORMANCE	PERSON RESPONSIBLE	Source of Evidence
C1. Governors have adopted a policy for the management of Pupil Premium funding. Governors were involved in drawing this up and subject the policy to periodic review.		Policy reviewed annually – DM updated September, December 2020, October 2021	DM/Govs	See policy Finance meeting minutes
C2. The process for allocating and monitoring the impact of PP funding is clear and transparent. Governors are involved in how PP money is spent and why. They can question spending regularly and can make changes quickly. They understand the link between PP funding and improved school performance.		Discussed at Governor meetings under Finance & staffing Overview of funding and impact on website PP		Budget evidence Finance meeting minutes
C3. There is a nominated governor' for PP pupils. The role of and expectations on the nominated governor are clear. The nominated governor routinely meets with the PPCo.		DM / PP gov meet monthly (currently remotely) PP gov kept up to date by DM with relevant documentation. PP gov also does own research		Meeting agenda`s

C. GOVERNANCE				
C4. Governors routinely receive information from the PPCo about the progress of disadvantaged pupils across year groups (including achievement, attendance and behaviour) from school tracking.		Governors receive information at School Improvement governor meetings, data governor mtgs and full governors meetings		Behaviour data School Improvement / Full Govs mtg minutes PP / DATA meeting minutes
RECOMMENDATIONS FOR ACTION:				
<ul style="list-style-type: none"> Overview of funding and impact on website needs updated annually and proforma used needs attention to include more detail 				

D. FINANCE				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	PERSON RESPONSIBLE	Source of Evidence
D1. PP funding is ring-fenced specifically to meet the identified needs of the group.		Business manager provides breakdown of PP funding separate from the school budget	SC	See budget expenditure
D2. All qualifying families are encouraged to access FSM. Parents are made aware that claiming FSM brings additional funding for their child/the school.		All new parents / reception parents at Induction receive info in their starter packs. Newsletters reminders	JC Office	Induction notes
D3. PP spending is prioritised according to identified barriers & needs across the cohort.		Funding is spent on human resources to impact on progress, standards, behaviour and attendance It is also spent on providing opportunities for PP chn to enrich their school life	DM/SLT DM/SC	See budget expenditure sheet Letters to parents

D. FINANCE				
D4. The PPCo and link governor are involved in funding decisions.		Funding decisions currently made by HT & business	DM	Letters to parents Overview of funding needs for each PP child
D5. PP expenditure is regularly tracked and the information shared with the PPCo and link governor. Overall PP spending is summarised annually and published on the school website.		Expenditure tracked every half term Overview of funding needs for each PP child across school needed in a spread sheet that includes support given eg help with Robin wood	SC	See budget expenditure Website
D6. The school website meets all statutory requirements in relation to PP matters.		Yes	DM/VW	Website
D7. Additional provision may be accessed at no cost to enhance the available provision (e.g. volunteers, charity, etc.). The school knows and records the impact of volunteers.		BSC/ASC provision often supports PP families Support with residential trip in Year 6 Support with trips Nurture provision- Aspire / Learning Mentor from 2022 volunteers – support with reading/ testing times tables	DM	Letters to parents
RECOMMENDATIONS FOR ACTIONS:				
<ul style="list-style-type: none"> • The PPCo and link governor are involved in funding decisions. • Need a list & record of volunteers in school supporting PP children e.g. volunteers who hear readers / eco support and need to record IMPACT of this support 				

E. IMPACT				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	PERSON RESPONSIBLE	Source of Evidence
E1. All teachers know which of their pupils are eligible for the PP funding. They monitor the progress of these children benchmarked to their classmates.		All teachers know which children are PP & these children as highlighted on the SIMS sheet Pupil progress meetings focus on the attainment and progress of PP children	DM AW	Pupil Progress meetings SIMS sheets
E2. The progress of PP pupils is tracked as a discrete group at different levels as appropriate (e.g. whole school, year group, subject, teaching group, House, form). Where the cohort is sizeable, the progress of sub-groups is analysed to look for patterns of under-achievement (e.g. PP girls, able PP).		SLT track PP children after each assessment point Whole school PP children tracked in R/W/M after each assessment point INTERVENTION timetables adjusted in light of data School data pack highlights groups of PP chn & their performance- not available 20-21 due to COVID IDSR/Bolton School summary data sheet both identify the needs of groups of PP chn – neither available 20-21 due to COVID	DM/SLT DM / AW	SIMS Pupil progress meeting Intervention timetable School data pack IDSR & School Summary sheet

E. IMPACT				
E3. Subject leaders and class teachers are held to account for the performance of disadvantaged pupils they are responsible for		Pupil progress used to challenge the progress and attainment of children Subject leaders are now tracking PP children`s progress in all subjects	Class teachers	SIMS sheets Intervention reviews Pupil progress sheets
E4. Data shows that outcomes for disadvantaged pupils are improving and gaps with their peers closing. Behaviour & attendance (e.g. overall and persistent absence, permanent & fixed-term exclusions) is improving.		Disadvantage pupils gap has widened due to COVID – this is being addressed through: <ul style="list-style-type: none"> - Daily support intervention groups - Writing with a tutor in groups of 3 - 3 x per week reading plus reading programme - White Rise maths intervention - DM/EWO meetings to review and implement support for identified and vulnerable families Exclusion figures have improved as a result of the behaviour policy now incorporating report card system	DM	SIMS Pupil progress meeting Info Tracking sheet/notes from EWO Behaviour / exclusion log
E5. Other evidence (including in-school tracking data, case studies and pupil voice) suggest that provision and outcomes for disadvantaged pupils are improving.		In house tracking e.g. data tracking Subject leaders M,R, W monitor specific books , pupil interviews DM & PP gov carry out pupil discussions	DM AW / LB / JC DM/SB / SLT	Work scrutiny form Pupil responses
E6. PROVIDE 2 SHORT CASE STUDIES SHOWING GOOD IMPACT ON PP PUPILS WITH DIFFERENT NEEDS		Harry Brighthouse Theo Higgins Charlotte Speakman	AW	

E. IMPACT
RECOMMENDATIONS FOR ACTION: <ul style="list-style-type: none"> • Continue to strive to close the gap between DAP & non DAP • Case studies – continue to complete two per year

F. KS2-3 COMMUNICATION				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT	Source of Evidence
F1. Parents are informed about the use of PP funding.		Information on the website	DM CE	website
F1 Parents of PP children are informed about their child's progress and level of attainment and any additional support being given.		Parent phone consultations November & March 20-21– due to COVID Remote parent consultations in October 2021 – parents phoned if not attended Written report Dec / March / July Pen portraits Achieving success forms Structured conversations	Staff AW	Structured conversation feedback forms reports
F2. On transition receiving schools are informed about additional support being given to the child through PP funding.		Some information provided Transition reports to follow on schools could be improved by outlining the way the PP funding for that child has been used	DM AW	Transition notes

F. KS2-3 COMMUNICATION			
F3. All relevant parties are informed as to the progress of PP children.		Currently inform data Governor & PP Governor + full governors Teachers now report to parents on progress	Agenda mtg minutes Copy of report format
RECOMMENDATIONS FOR ACTION: <ul style="list-style-type: none"> Transition reports to follow on schools could be improved by outlining the way the PP funding for that child has been used 			

SUMMARY FINDINGS OF PUPIL PREMIUM SELF-REVIEW	
Identified Strengths	<p>Written by PP governor:</p> <p>It is clear from the evidence contained within this review that the Head Teacher (HT) is fully aware of the school's current position in relation to PP pupils and that their welfare and learning needs is "priority". A named whole school lead has been identified.</p> <p>There are robust mechanisms in place which allow clear identification of PP children and which serve to effectively monitor their individual needs and development through the school.</p> <p>There is acknowledgement from the HT and the senior management team via the School Improvement Plan, how support can be further developed for the future and how cross school collaboration and the input of voluntary and charitable agencies can be utilised to maximum advantage.</p> <p>A salient strength is that PP children are managed "holistically" with attention being directed to their cognitive, physical and pastoral development; use is made of "shared" and extra-curricular opportunities to help inclusion and stimulate and strengthen their self-awareness and confidence.</p>

	<p>The HT clearly communicates (via staff appraisals) that every teacher is accountable and that teachers are suitably trained and are funded to support PP pupils.</p> <p>Clear and open communication channels exist; regular scheduled staff meetings, class strategy meeting plans, pupil progress meetings and intervention timetabling.</p> <p>Parent liaison is valued and good use is made of the School's web site and information letters to parents. Feedback from PP children is also planned via questionnaires.</p> <p>Effective business management is in place to ensure financial data and PP statistics are contemporaneously compiled (Attendance, behaviour and welfare).</p> <p>School Governors are positively encouraged to visit the school and "see" teaching and support for PP pupils in action.</p>
<p>Recommendations/ Suggested Actions</p>	<ul style="list-style-type: none"> • DM to ask cluster head teachers to network and organise events for PP children across cluster after the Covid epidemic allows. • Create more opportunities for children without academic need post Covid. • Need a list & record of volunteers in school supporting PP children e.g. volunteers who hear readers / eco support and need to record IMPACT of this support • Continue to strive to close the gap between DAP & non DAP • Case studies continue with 2 per year • Transition reports to high school to be improved by sharing how PP money for each disadvantaged child has been spent to meet pupil's needs. • Ensure that the PP link Governor and the PP Co. are both involved fully in all finance decisions relating to PP children.