

Turner Free School Pupil Premium Statement

Pupil Premium is an allocation of funding from central government to support children who may be vulnerable to under achievement. The amount received by each school is dependent on the number of children who are eligible for free school meals, (FSM), children in care (CIC) or for military families. Schools have a responsibility to report on the progress of this group, including children who have received FSM during the last 6 years (termed Ever6 FSM). All schools are required to demonstrate how they are using the Pupil Premium and the impact it is having.

Our aim is to ensure children from disadvantaged backgrounds are able to make the same or greater progress than their peers. We are true advocates for Success without Selection and have an aspiration to provide all scholars with the Cultural Capital necessary to achieve in any walk of life.

At Turner Schools, we recognise that not all children who receive free school meals will be disadvantaged and we also recognise that not all children who are disadvantaged have free school meals. We follow the government's guidance to allocate Pupil Premium.

At Turner Schools, parents register to ParentPay as a way of paying for trips, clubs and lunches. By registering a National Insurance number with Link2ICT, the system automatically updates us when circumstances change and a child is eligible for free school meals; this system avoids delays and unnecessary stress for the parents.

At Turner Schools, we allocate Pupil Premium to best meet the needs of all of our children. As a Senior Leadership Team, we will track how the funding is spent and its impact in the short, medium and long term for individual or groups of pupils.

Pupil premium strategy statement - Turner Free School

1. Summary information					
School	Turner Free School				
Academic Year	2018-2019	Total PP budget	£43875	Date of most recent PP Review	Term 5
Total number of pupils	120	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Term 6

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	N/A	64.7%
% achieving expected progress in English / Maths (2015-16 only)	N/A	75.8% / 73.4%
Progress 8 score average	N/A	0.12
Attainment 8 score average	N/A	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Poor literacy skills, high number of scholars arriving at the school with reading ages lower than their chronological age (Initial reading age of 10:09 compared to 10:11 for the whole cohort).
B.	Lack of supportive home learning environments to support scholars academically.
C.	Attainment and Progress for PP scholars being lower than for non PP scholars. (no gap in average KS2 results, however CATs mean SAS for PP was 93.7 compared to 95. In terms of potential progress, the breakdown of PP scholars in each quintile are as follows : 1 – 52%, 2 – 42%, 3 – 33%, 4 – 29% and 5 – 58%. This indicates that a significant proportion of our PP cohort are towards the high achieving range and this must be considered).

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Historic low attendance at primary school - PP scholars have an average attendance of 94% for KS1 and KS2 compared to 97% for non-PP scholars and 96% for all scholars). There has consistently been a gap between the attendance of PP and non-PP scholars throughout the year, particularly for FSM scholars.
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4. Desired outcomes (desired outcomes and how they will be measured)	Success criteria	Update																				
<p>A.</p>	<p>All PP scholars to have a reading age above their chronological age by the end of Year 7.</p>	<p>When re-assessed, all PP scholars will have a score, which indicates that their reading age exceeds their chronological age.</p> <p>Term 2 – between T1 & 2, PP scholars made, on average, 5 months of progress. Read Write Inc. Fresh Start underway for a number of PP scholars.</p> <div data-bbox="904 347 1608 831"> <p>Reading Age Progression</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Start T1 (months)</th> <th>End of T1 (months)</th> <th>End of T3 (months)</th> </tr> </thead> <tbody> <tr> <td>Fresh Start</td> <td>~95</td> <td>~105</td> <td>~115</td> </tr> <tr> <td>SEN</td> <td>~85</td> <td>~100</td> <td>~115</td> </tr> <tr> <td>PP</td> <td>~125</td> <td>~135</td> <td>~155</td> </tr> <tr> <td>Whole Cohort</td> <td>~130</td> <td>~140</td> <td>~155</td> </tr> </tbody> </table> </div> <p>Term 4 – PP scholars have made a phenomenal 22 months of progress between Oct and Feb (cohort avg. 18 months). 16 scholars are still not at chronological reading age. 62.5% of those in RWI intervention are PP. Guided Reading Group 35% are PP scholars.</p> <p>Term 5 – RWI and Guided Reading groups continue to run. ESA is working with all curriculum areas in order to support the delivery of reading in every subject. PP scholars successfully bid for funding for more challenging reading books from the Rotary Club.</p>	Group	Start T1 (months)	End of T1 (months)	End of T3 (months)	Fresh Start	~95	~105	~115	SEN	~85	~100	~115	PP	~125	~135	~155	Whole Cohort	~130	~140	~155
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<p>B.</p>	<p>Resources and opportunities to be in place to support PP scholars before and after the school day.</p>	<p>PP scholars to be attending support sessions or accessing resources before and after the school day as necessary. Behaviour data will be analysed to show the PP scholars are completing homework and achieving well.</p> <p>Homework Club is run every evening by members of the Leadership Team, often with the support of other members of the teaching team.</p> <p>We also offer some subject-specific homework support on a weekly basis.</p> <p>Term 2 – 58% of behaviour points given for missing homework are from PP scholars. Compulsory Homework Club is put in place for all relevant PP scholars.</p> <p>Term 4 – 63% of homework behaviour points were awarded to PP scholars. However, this figure is significantly affected by a small number of scholars. 27% have received no homework points, 22% - 1 point, 45% - less than 1 point per term. Only 3 PP scholars have consistently been missing homework.</p> <p>Term 5 – Saw significant reductions in homework behaviour points for the 3 key PP scholars. Further scholars are put in compulsory Homework Club as necessary.</p>																				

C.

Attainment and Progress data for PP scholars to be at least in line with that of non-PP scholars.

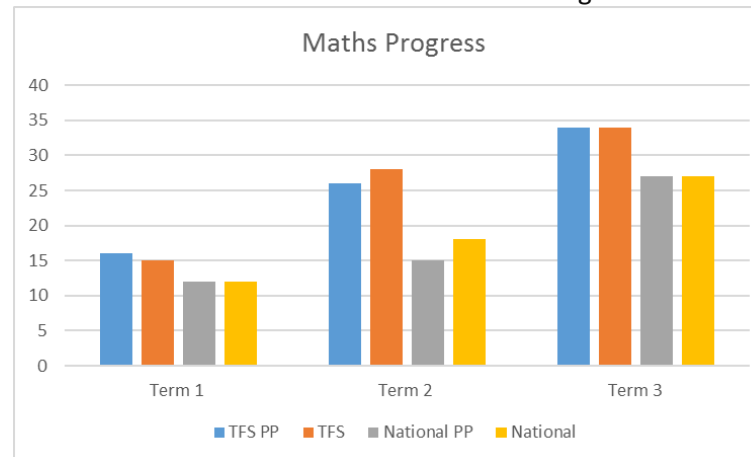
Attainment and Progress data will show that PP scholars are at least in-line with non-PP scholars in regards to these measures.

Term 2 – no gap in average Motivated for Success (MfS) scores between PP and non-PP scholars. Maths – PP scholars – 16% progress (cohort – 15%). No gap in English.

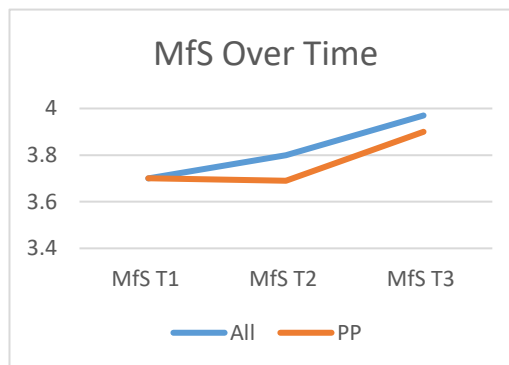
Term 3 – Slight gaps in overall AC2 residual for PP and non-PP scholars. All staff aware and various interventions in place. COR supported targeted group of PP scholars who underperformed across the board. PP is also a key area of focus for lesson observations and other QA processes this term.

	MfS	Average Residual
All	3.80	0.09
PP	3.69	-0.08

Maths progress data demonstrates that our PP scholars are making significantly more progress than other Ark schools and are in line with TFS averages.

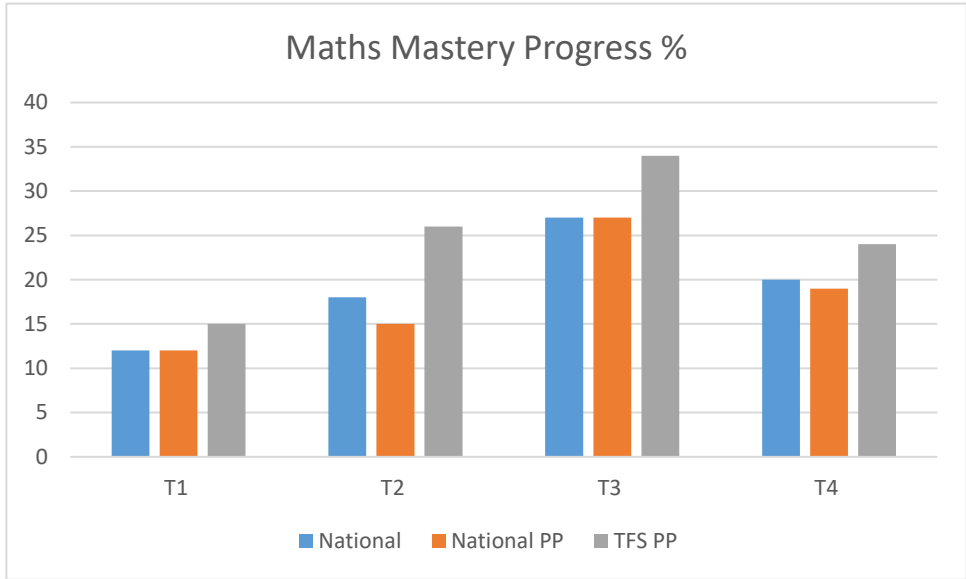


Term 4 - MfS took a dip in Term 2 but rose significantly for PP in Term 3, PP also started to close the gap that had appeared in Term 2.

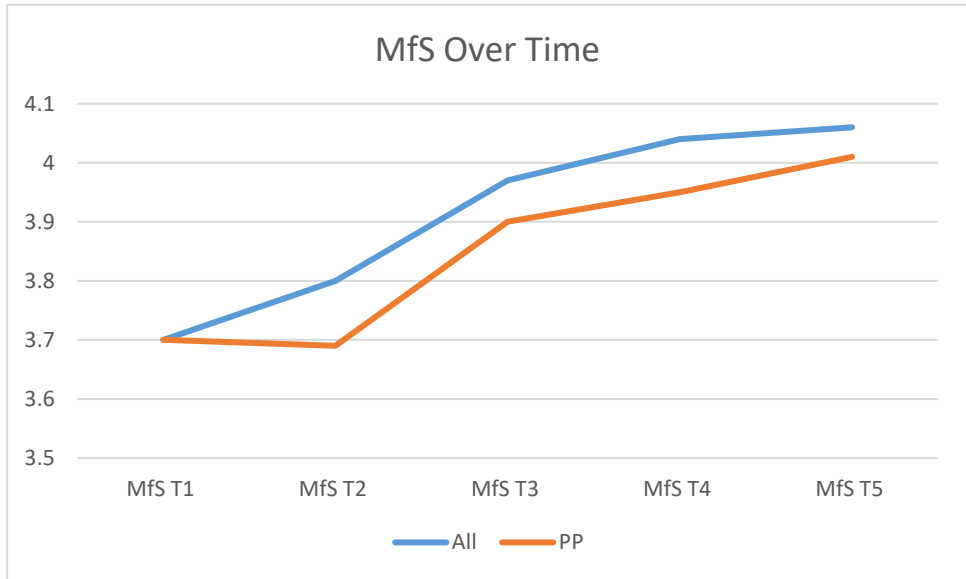


Term 5 – PP scholars have made huge progress between AC1 and AC2, moving from an average residual of -0.075 to +0.02, meaning that they are now achieving slightly more rapidly than KS2 data suggests. There is a small gap between the whole cohort residual of +0.08 and non-PP scholars - +0.12, but this gap is small and closing over time. However, the key gap is found between our FSM and non-FSM scholars and particularly those in quintile 4 (above average). This will be a key area of focus for QA processes and CPD in Term 6, where we will be focused on increasing the level of challenge in lessons for HPA scholars.

Maths Progress – our PP scholars have made more progress than Ark PP and all Ark scholars:



MfS for PP scholars is also incredibly impressive, with an average of 4.01 in Term 5. This tells us that the PP scholars are working incredibly hard in lessons and are committed to their learning. There is a slight gap between the PP and whole cohort, but this is closing and is extremely small (0.05).



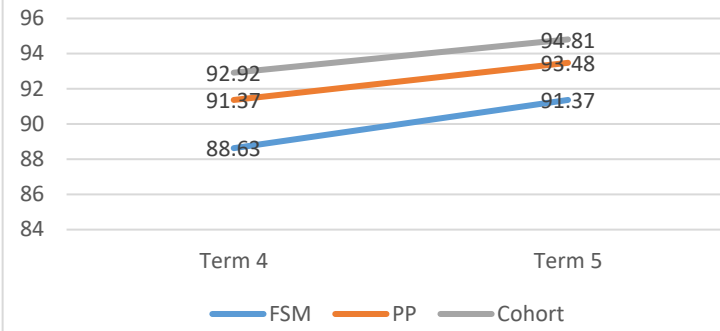
<p>D.</p>	<p>Attendance for PP scholars to be above 95% and in line with the attendance of non-PP scholars.</p>	<p>Attendance data will show that PP scholars' attendance is over 95% and at least in-line with non-PP scholars.</p>	<p>Term 2 - There is a gap at the moment (1.5%) – Aspiration Team will be working with scholars to improve this. However, the PP attendance for Term 1 is roughly in line with their KS1 and KS2 data and, considering the data from term 1 can be significantly impacted by a single day off, this is an excellent start.</p> <p>Term 3 – There is a gap between PP and all scholars. Aspiration Team are sending staged letters home to parents to support attendance and starting to request medical leave for those under 90%. SLO visited the school recently and has written plans with the Aspiration Team for some scholars. It is still worth noting that due to small scholar numbers, having even half a day off greatly impacts overall attendance figures. Additionally a number of these scholars have additional issues and are receiving support in the form of counselling to help them overcome these.</p> <p>Term 4 – There are several positive factors here. Firstly despite the decrease in attendance, the gap between all and PP has remained constant. Secondly 50% of the PP PA scholars have shown a significant improvement in attendance this term. 56% of PP scholars have above average attendance. It is clear that it is only five PP scholars that are having a significant impact on attendance, one of which has severe medical issues and one of which is on an extremely limited PT Timetable. Of the remaining three, one is having counselling in school.</p> <p>Term 5 – The gap between the average cohort attendance and PP attendance is closing due to a number of successful interventions targeted on key scholars. Percentages have been significantly affected by the high absence rates of a few individuals.</p> <p>There was a significant improvement in attendance for PP and FSM scholars between Terms 4 and 5:</p>
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	Attendance	No of PA
All	94.99%	14
PP	93.41%	9

	Attendance	No. PA	Improved this term
All	94.13%	10	5
PP	92.53%	18	10

Overall Attendance	94.22%
PP Attendance	92.7%
FSM Attendance	90.36%

Improvement in Attendance for Key Groups



5. Planned expenditure**Academic year****2018-2019**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen Action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Staff Lead	Review	Current Update
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A	<p>Consistent approach to delivering reading and writing skills across the curriculum. Promotion of reading through DEAR, book club etc...</p>	<p>By taking every opportunity to develop opportunities for literacy, scholars will become confident communicators and excellent readers.</p>	<p>Quality Assurance procedures. Measurement of scholar progress in terms of reading ages. MCH</p>	<p>Three times per year</p>	<p>Reading Age Data demonstrates the significant impact of our approaches for all groups, but particularly for PP scholars, who are benefitting from DEAR time, Read Write Inc Intervention, Guided Reading Intervention and through the use of Accelerated Reader programme.</p> <div data-bbox="1256 280 1944 699"> <table border="1"> <caption>Reading Age Progression Data</caption> <thead> <tr> <th>Group</th> <th>Start T1 (months)</th> <th>End of T1 (months)</th> <th>End of T3 (months)</th> </tr> </thead> <tbody> <tr> <td>Fresh Start</td> <td>~95</td> <td>~105</td> <td>~115</td> </tr> <tr> <td>SEN</td> <td>~85</td> <td>~100</td> <td>~115</td> </tr> <tr> <td>PP</td> <td>~125</td> <td>~135</td> <td>~155</td> </tr> <tr> <td>Whole Cohort</td> <td>~130</td> <td>~140</td> <td>~155</td> </tr> </tbody> </table> </div> <p>As outlined above, this is also having a significant impact on the progress of our PP scholars in the Assessment</p> <p>Cycles. A third Reading Test will take place in Term 6.</p> <div data-bbox="1256 810 2168 1294"> <table border="1"> <caption>MfS Over Time Data</caption> <thead> <tr> <th>Term</th> <th>All (MfS)</th> <th>PP (MfS)</th> </tr> </thead> <tbody> <tr> <td>MfS T1</td> <td>~3.70</td> <td>~3.70</td> </tr> <tr> <td>MfS T2</td> <td>~3.80</td> <td>~3.68</td> </tr> <tr> <td>MfS T3</td> <td>~3.98</td> <td>~3.90</td> </tr> <tr> <td>MfS T4</td> <td>~4.05</td> <td>~3.95</td> </tr> <tr> <td>MfS T5</td> <td>~4.08</td> <td>~4.00</td> </tr> </tbody> </table> </div> <p>Motivated for Success Data suggests that our PP scholars are highly motivated and working well in lessons. There is very little gap between PP scholars and the whole cohort.</p>	Group	Start T1 (months)	End of T1 (months)	End of T3 (months)	Fresh Start	~95	~105	~115	SEN	~85	~100	~115	PP	~125	~135	~155	Whole Cohort	~130	~140	~155	Term	All (MfS)	PP (MfS)	MfS T1	~3.70	~3.70	MfS T2	~3.80	~3.68	MfS T3	~3.98	~3.90	MfS T4	~4.05	~3.95	MfS T5	~4.08	~4.00
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B	Homework/ Support sessions before and after the school day.	PP scholars may find it difficult to access suitable work environments away from school, or have access to resources, including books, computers etc... Additional support from staff will also be available during these times.	Quality Assurance procedures. Measurement of PP scholars using the services. Correlation with Behaviour and Achievement data COR & MCH	Three Times per year	<p>Staff are available from 8 am to 5pm every day in order to support scholars with their homework. These sessions are available to everyone, and attendance from PP scholars is high. Where PP scholars have consistently missed homework, they are put into compulsory Homework Club. As outlined above, where this resource has been deployed, it has been highly effective.</p> <p>Effective strategies to further support the completion of homework include the implementation of SIMS Parent App, Google Classrooms and other IT software. This has enabled scholars to access a range of resources to support their learning at home.</p>
C and D	Delivery of bespoke CPD targeted at ensuring the very best Teaching and Learning for all scholars.	Quality-first teaching will enable all scholars, but particularly PP scholars, to achieve.	Quality Assurance procedures. Measurement of scholar progress and attainment in each subject KYA	Three times per year	<p>Teaching staff have received a range of CPD this year, including an INSET Day focused on scaffolding and challenging scholars in order to particularly benefit PP scholars who may require additional support with aspiring to the highest levels of attainment and challenge. All staff have received training on utilising PP data in order to further tailor their teaching to any scholars who are underperforming.</p> <p>100% of lesson observations have been assessed as Effective or better and 73% as Exemplary, so scholars are consistently receiving excellent teaching across the curriculum.</p>
Total budgeted cost					£5000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review	Current Update
A	Read Write Inc Intervention – Fresh Start for PP scholars as necessary.	Scholars with low reading levels find it difficult to access the whole curriculum and can quickly fall further behind peers when they arrive at secondary school.	Quality Assurance procedures. Regular monitoring of reading ages and progress with the package.	Three times per year	As above for Desired Outcome A. Data demonstrates phenomenal progress between Terms 1 and 3 for PP scholars.
B	PP scholars who are underachieving to be supported through compulsory extended day sessions.	Providing additional support and tuition will boost the performance of PP scholars.	Regular monitoring of scholar progress. COR	Three times per year	As outlined above, AC2 data showed that PP scholars are performing well and are closing the gap.
C	Intervention/coaching for individual scholars who are underperforming.	Rapid intervention will prevent scholars from falling behind their peers and will keep them motivated.	Regular monitoring of scholar progress.	Three times per year	We run a range of intervention sessions, both academic and pastoral, which a number of our PP scholars benefit from. Successful interventions include English and Maths support, subject-specific interventions, Academic Mentoring, 1:1 support for Dyslexia, Counselling, SALT, Guided Reading, Fresh Start, Purple Octopus Trauma Therapy, SEMH support and Handwriting support. We are routinely evaluating data in order to ensure that interventions are effective.

D	Rapid support and intervention for PP scholars who fall below 93% attendance.	Attendance is absolutely vital for scholars to progress and achieve. Rapid intervention and liaison with parents can prevent pupils from becoming PA.	Regular monitoring of attendance and attainment data.	Three times per year	As outlined above, the attendance gap is closing and the attendance of PP scholars has improved significantly between Terms 4 and 5. Effective strategies have included 1:1 meetings with parents in school, Purple Octopus and Counselling provision, Home Visits where relevant, Requiring medical evidence for all absences, Consistent early morning calling of PAs – collection of scholars via TFS minibus as necessary, Engagement with other agencies, e.g. Early Help, School Liaison Service, Coaches sharing termly attendance 1:1 with scholars, termly reporting of attendance to parents, Use of SIMS Parent App, Celebration of improved attendance, assemblies, House attendance competition.
Total budgeted cost					£15000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review	Current Update
A	Funding of books/ other reading resources e.g. Reading Plus or other recommended software packages.	Scholars with low reading levels find it difficult to access the whole curriculum and can quickly fall further behind peers when they arrive at secondary school.	Regular monitoring of reading ages and progress with the package. MCH	Three times per year	See Reading Age Data above. Accelerated Reader, Read Write Inc, Guided Reading etc... all in place. Training for staff in place.
B	Funding for online resources for scholars to access at home,	Providing additional support and resources will boost	Regular monitoring of scholar progress. Evaluation of resources.	Three times per year	A range of online resources is available to support scholars' learning at home and outside of the classroom, including Kerboodle, Times Table Rockstars, Linguascope, Google Classroom etc...

	e.g. Kerboodle, Heggarty Maths	the performance of PP scholars.	COR		Laptops and iPads are available for PP scholars to use in the library.
D	Funding towards Pastoral Leader role.	Attendance is absolutely vital for scholars to progress and achieve. Rapid intervention and liaison with parents can prevent pupils from becoming PA.	Regular monitoring of attendance and attainment data MCH	Three times per year	Senior Pastoral Leader and two Pastoral and Learning Leaders are now in place (June 2019). Pastoral support has been absolutely vital in improving attendance, as outlined in the data above and in securing effective outside agency support for some of our most vulnerable PP scholars. The Senior Pastoral Leader plays a key role in the school with regards to Safeguarding. The two new members of the team will provide additional capacity in the transition process of new Year 6s into the school.

Total budgeted cost	23000
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