

Measuring and Analysing the Effectiveness of the Pupil Premium Grant.

At Holbrook primary school we recognise and value the importance of insuring disadvantaged children make good progress and the gap in attainment between them and their more advantage peers is narrowed. As part of her role as LLE (Local Leader of Education) our head teacher is a qualified Pupil Premium reviewer. In addition a member of the senior leadership team has the achievement of pupil premium pupils as one of her key responsibilities. As a result of our commitment to the raising of standards for disadvantaged pupils, we have seen a year on year closing of the gap in attainment.

We have a number of key methods to measure, evaluate and analyse Pupil Premium funding.

In addition we have a range of monitoring and evaluation strategies which we implement throughout the year:

Senior Leadership Team Meetings

1. Regularly discuss and use information and data from Pupil Progress Meetings
2. Monitor and evaluate provision for disadvantaged pupils though the school improvement plan
3. Closely link performance management of staff to narrowing the gap for pupil premium pupils

Pupil Progress Meetings

4. Teachers and SLT review pupil progress and look at barriers to pupils learning
5. Challenge, question and listen to teachers regarding Pupil Premium pupils
6. Pupil Premium Pupils data is regularly updated and reviewed termly and adjustments made accordingly each term
7. Carefully track and current achievement and attainment data linked with reports for Pupil Premium pupils

Regular vulnerable children's meetings

8. We closely monitor attendance, and our learning mentors support families who need help with attendance any pastoral issues.

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Our school's typical barriers are as follows:

- Socio-economic disadvantage i.e poverty
- lack of access to fluent role models in English language
- low literacy levels amongst parents and carers
- Poor health and diet and/or high level of medical needs.
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self-esteem.
- Attendance: Some children's attendance is low which will impact on their learning.
- Language delay or difficulties as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Loss and bereavement
- Trauma and other mental health issues in the family and/or child
- Special educational needs and disabilities