

The London Borough of Hammersmith and Fulham

# The Pupil Premium Case Studies

*How Schools are Using the Pupil Premium in Hammersmith & Fulham*

**DRAFT**



July 2013

<b>Introduction</b>	<b>2</b>
<b>Larmenier and Sacred Heart Catholic Primary School</b>	<b>3</b>
<b>Wormholt Park Primary School</b>	<b>7</b>
<b>Kenmont Primary School</b>	<b>9</b>
<b>The Bridge Academy</b>	<b>11</b>
<b>Fulham College Boys School and Fulham Cross Girls School</b>	<b>12</b>
<b>St Peters Church of England Primary School</b>	<b>15</b>
<b>Old Oak Primary School</b>	<b>16</b>
<b>Burlington Danes Academy</b>	<b>18</b>
<b>St Stephen's CE Primary School</b>	<b>22</b>
<b>Langford Primary School</b>	<b>24</b>
<b>Hammersmith Academy</b>	<b>30</b>
<b>The London Oratory School</b>	<b>32</b>
<b>Acknowledgements</b>	<b>33</b>

# Introduction

In 2013 a Scrutiny Inquiry was undertaken on the Pupil Premium to consider how schools in Hammersmith and Fulham were using the Pupil Premium grant to narrow the attainment gap between the more socially and economically deprived pupils and their peers. The Scrutiny Inquiry was commissioned by the Education and Children's Services Select Committee and the Overview and Scrutiny Board at Hammersmith and Fulham Council.

During the Scrutiny Inquiry, all schools in Hammersmith and Fulham were invited to contribute evidence on how they were using the Pupil Premium and the governance, evaluation and communications processes in place. Desk research was undertaken and Members of the Scrutiny Inquiry also conducted site visits of some schools to see some of the Pupil Premium funded programmes in action.

This document presents the findings of some of the schools surveyed to provide some case studies of how the Pupil Premium grant is being used, managed and communicated in Hammersmith and Fulham, which may serve as a useful reflection for schools, Head Teachers, School Governors, the Local Authority and any other interested parties, which may be used in conjunction with national guidance published by the Sutton Trust, the Education Endowment Foundation, Ofsted and others, to consider the different approaches that are being used funded through the Pupil Premium grant.

The sample of schools are profiled here are a combination of primary and secondary schools and academies and not selected through a judgement of what is working well or less well and the Scrutiny Inquiry has not sought to make such a judgement, but rather to provide a sample of different practices in local schools. We believe that it is important that schools are making considered judgements about how they will decide to spend their grant, based upon a consideration of different approaches and based upon the evidence of what works most effectively. We hope that these case studies, along with the Pupil Premium Scrutiny Inquiry report and national reports and guidance, can be useful for schools and school governors in that consideration.

**Councillor Charlie Dewhirst**  
**Chairman of the Pupil Premium Scrutiny Inquiry**

# Larmenier and Sacred Heart Catholic School

Head Teacher: Sister Hanna Maria Dwyer

School Website: [www.larshrc.lbhf.sch.uk](http://www.larshrc.lbhf.sch.uk)

Respondent: Jennifer McGinty (Deputy Head)

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## Introduction

Larmenier & Sacred Heart Catholic Primary School is a state school for boys and girls aged from 3 to 11.

### *How Has the School Used the Pupil Premium?*

For the academic year 2011-12 Larmenier & Sacred Heart was allocated a Pupil Premium budget of £26,840. After undertaking a review of the school's existing provision available to individuals and groups of pupils, the Senior Leadership Team and Governors allocated the funding to supplement the education of pupils across the school in the following ways:

- providing teacher-led weekly support groups in English and maths
- running a teacher-led weekly social communication group
- providing school counselling support for individual pupils
- offering funded after-school programmes
- providing specialised arts participation programmes related to music.

In 2012-2013 the Pupil Premium budget was: £44,400. This was allocated in the following ways:

- Additional teaching staff (0.5 FTE), (£23,000), specifically to support Pupil Premium programmes for pupils' learning in core subjects and for social communication support (e.g. intervention groups). New Pupil Premium initiatives included a cookery group which focuses on providing pupils with opportunities to apply their literacy and maths skills in practical, real life contexts and a design and Technology project group in Upper KS2 to engage pupils identified as benefiting from additional support to develop their self esteem and emotional well-being.
- Staff Continuing Professional Development (CPD), (£6,000), focusing on maximising pupil progress through high quality learning and teaching, quality training for all teachers using Ofsted inspectors and consultants and CPD opportunities for teachers through involvement in the Hammersmith Teaching Alliance.
- Information Communication Technology (ICT), (£10,000). The purchase of 30 iPads to support pupil learning within lessons.
- The resourcing of an Outdoor Room, (£2,000), a dedicated space for group activities) to enable cookery, D&T and craft activities to take place.
- Extra-Curricular Enrichment Opportunities, (£1,500), funding access to after-school clubs and opportunities for arts participation.

***Q. Overall, how is the Pupil Premium changing the way you do things?***

*"It is enabling the school to increase the range of ways that it meets the needs of individual pupils". Jennifer McGinty (Deputy Head)*

## **Identification and Selection**

Larmerier and Sacred Heart uses research from the Sutton Trust to help identify approaches to raising attainment through the Pupil Premium grant, for example, the use of teachers for additional support as evidence that they have greater impact on pupil progress.

The school was also part of the Hammersmith and Fulham's Pupil Premium Working Party in 2012, which enabled staff to share good practice and discuss research findings with colleagues from other primary schools.

## **Evaluation and Impact**

At Larmerier and Sacred Heart Primary School, the impact of teacher intervention in the core subjects is measured each half term (a baseline is taken at the start) and progress of Pupil Premium groups is monitored each term and recorded on the school tracking system. Outcomes from social communication activities and feedback from teachers/pupils provide further evidence for evaluation.

This year 75 pupils have directly benefited from targeted support or enrichment opportunities through the Pupil Premium Grant. This figure is greater than the number of pupils entitled to FSM as additional pupils have also benefited from the small group support alongside their peers. In total the school has spent 84% of the Pupil Premium budget this academic year (£22,454).

The enrichment activities relating to the arts and after school clubs have enabled pupils to take part in team work activities and have provided meaningful opportunities for pupils to develop their self-confidence and give them a sense of personal achievement.

The teacher-led support groups in mathematics and English, in Years 3 to 6, have provided pupils with the opportunity to focus on aspects of the subjects which require further teaching or consolidation. Pupil Premium funding has enabled the school to release an experienced KS2 teacher to lead these groups for two days this academic year.

### **Progress Measures at End of KS1 & KS2**

End of year Teacher Assessment data for Year 2 indicates that overall FSM pupils' progress in reading is broadly in line with non-FSM pupils. Overall in Year 2 there is a gap between FSM and non-FSM pupils' progress in writing and maths:

*Year 2 Teacher Assessment Progress Measures (Average Point Score) 2011-12*

*Year 2 Teacher Assessment Progress Measures (Average Point Score) 2011-12*

	<i>Progress in Reading</i>	<i>Progress in Writing</i>	<i>Progress in Maths</i>
FSM	4.5	3.3	3.6
Non-FSM	4.6	4.4	4.5

However, when the pupils entitled to FSM are considered individually the majority are meeting or exceeding the expected progress at the end of KS1.

The Year 6 cohort 2011-12 had the highest number of FSM, Special Educational Needs (SEN) and English as an Additional Language (EAL) pupils in the school. End of KS2 Teacher Assessment results indicate that APS progress outcomes for FSM pupils in reading and maths are broadly in line with non-FSM pupils and Non-FSM pupils made greater progress in writing.

*Year 6 Teacher Assessment Progress Measures (APS) 2011-12*

	Progress in Reading	Progress in Writing	Progress in Maths
FSM	4.7	5.7	3.4
Non-FSM	4.7	4.8	3.8

All pupils (FSM & non-FSM) exceeded the expected progress of 12 APS in reading, writing and maths from KS1 to the end of KS2. However, there was a gap of 2.4 APS between attainment in maths with non-FSM pupils out performing pupils eligible for FSM.

*End of KS1 to end of KS2 Progress Measures (APS) 2011-12*

	Progress in Reading	Progress in Writing	Progress in Maths
FSM	14.7	14.7	12.4
Non-FSM	14.6	14.5	14.8

Through this planned approach the school aims to broaden the life chances of pupils within the school, improve literacy and numeracy levels, raise pupils' self esteem and confidence, and increase pupil access to music and Information Communication Technology (ICT).

## **Governance**

At Larmenier and Sacred Heart Primary School the School rationale and approach to the Pupil Premium is discussed with the Governing Body and updates provided at termly Governors' meetings. Outcomes are presented to the Governing Body and the Pupil Premium statement is approved by Governors before being published on the school website.

## **Parents and Community**

At Larmenier and Sacred Heart Primary School Parents are informed in writing about the criteria for FSM eligibility. Information is provided on the school website about school approach and outcomes.

***The school's Pupil Premium web page:***  
[www.larshrc.lbhf.sch.uk/content/page/pupil-premium](http://www.larshrc.lbhf.sch.uk/content/page/pupil-premium)

# Wormholt Park Primary School

Head Teacher: Julia James

School Website: [www.wormholtpark.lbhf.sch.uk](http://www.wormholtpark.lbhf.sch.uk)

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## Introduction

Wormholt Park School is a community primary school with one nursery class situated in north Hammersmith. In 2012-2013 their Pupil Premium grant was £133,200.

The school is a larger than average primary school and the proportion of pupils eligible for the Pupil Premium is above the national average. The majority of pupils are from ethnic groups other than White British and many have English as an additional language. The largest groups within the school are Black African, White British and Black Caribbean

The proportions of pupils with special educational needs supported at school action, at school action plus, and through a statement of special educational needs are all well above national averages.

The Head Teacher has been in post for one year and several members of the leadership team are in their first year in the role. In 2012, the school exceeded the government's floor standards, which set the minimum expectations for pupil's attainment and progress in English and mathematics.

## ***How Has the School Used the Pupil Premium?***

At Wormholt Park Primary School the Pupil Premium grant was used in the following ways:

- Funding for a Primary Learning Mentor providing family support, checking attendance and punctuality.
- Two additional staff working with children from Reception to Year 6 with a focus on literacy skills, to boost attainment for targeted pupils
- employment of an EAL/SEN (special educational needs) specialist
- for children who have English as an Additional Language (EAL)
- Home learning club for targeted pupils
- Small group support for children not making expected progress in every year group
- An additional teacher for booster classes in Year 6 (secondary school transition year)
- Setting aside a sum of money to help children attend events that families might not be otherwise able to afford – for example, for a grant towards the cost of residential journeys for FSM children, or attending the 'Dino-Snores' sleepover at the National History Museum.



## Identification and Selection

Wormholt Park Primary School the following groups were identified for support:

- Pupils entitled to FSM and children who are 'Looked After'
- Those from other vulnerable groups who are underachieving
- Children in the EYFS, KS1 and KS2 who may need a little extra help – with small group work or 1:1 teaching – to help them get back on track
- Support for those families who may find life a little bit tricky from time to time and need a bit of extra support
- Funding special events for some of our children which enhance their educational experience or give them and their families a bit of respite

## Evaluation and Impact

The school uses school level data to review every pupil group and each individual child. It also uses local authority and official government data to help make sure that pupils with FSM and other groups at risk of underachievement, are doing well. Official national data shows that at Wormholt Park, 63.5% of all pupils were known to be eligible for FSM (claiming any time within the last six years); in 2012, children with FSM frequently outperformed other groups of children (RAISEonline summary report NTG p90) and it is above the national average for the percentage of children achieving a level 4+ in both English and Maths at KS2.

"Pupils who are eligible for the pupil premium funding make good progress and their standards are in line with all pupils in the school. The money is spent on providing additional staff so that these pupils can receive additional intensive support in developing their reading and writing skills".

*Wormholt Park Primary School Ofsted Report, Ofsted, May 2013.*

### ***The school's Pupil Premium web page:***

<https://wormholt-lbh.frogprimary.com/index.phtml?d=386631>



# Kenmont Primary School

Head Teacher: Julie Howarth

School Website: [www.kenmont-primary.org](http://www.kenmont-primary.org)

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## Introduction

Kenmont Primary School is an average-sized primary school with a diverse community and ethnic mix. It has three main community languages: English, Portuguese and Somali. The proportion of pupils for whom English is an additional language is almost three times the national average.



The proportion of pupils known to be eligible for the Pupil Premium is higher than average. The proportion of disabled pupils and those with special educational needs, including those supported at school action, school action plus and with a statement of special educational needs, is above average. A high proportion of pupils join and leave the school throughout the year, which means it has less stability than average.

## ***How Has the School Used the Pupil Premium?***

Kenmont Primary School the Pupil Premium is used to fund small in Ks2 for Maths and English, small groups for phonics in KS1 and intervention programmes. In 2012-2013, the Pupil Premium grant was used in the following ways: Year 6, 5, 4 and 3 are split for Maths and English so that there are only 15 pupils in each class: each with a qualified teacher (Started Spring 2012 extended Autumn 2012).

The use of additional teaching assistants trained in the teaching of phonics in Year 1 and 2 enable the class to be taught in small groups (Started Autumn 2012).

Intervention programmes (Read Write Inc every afternoon run by 3 teaching assistants started Spring 2012 and Language for Thinking started Summer 2012).

### ***Q. Overall, how is the Pupil Premium changing the way you do things?***

Comments:

It has enabled the school to employ high quality teaching staff who have altered the teaching strategies used for a class of fifteen by increased personalisation of learning; more immediate feedback to pupils and more time for pupils to feedback to staff.

## Identification and Selection

**Q. On what basis do you make your decisions about using the Pupil Premium?**

Comments:

John Hattie – Visible Learning his meta-analysis identified the most effective strategies to raise achievement.

## Evaluation and Impact

**Q. How are you evaluating the effectiveness of the actions you have taken and what outcomes have you recorded?**

Comments:

- Measure pupil progress half termly
- Outcomes Leavers 2012 SATs were significant plus (Raiseonline)
- SATs data for other year groups in line with other pupils

“The gap between the achievement of pupils known to be eligible for the pupil premium and the rest of the pupils is narrow and is closing rapidly”;

*Kenmont Primary School Ofsted Report, Ofsted, September 2012.*

## Governance

**Q. How are the school governors holding school leaders to account for their decisions about the pupil premium?**

Comments:

- Monitor data
- Evaluate feedback from lesson observations, book looks, planning scrutinies
- Question staff and talk with pupils
- Question financial implication and sustainability

## Parents and Community

**Q. How are you communicating with parents about the Pupil Premium?**

Comments:

Newsletters about staff changes and letters to individual parents

# The Bridge Academy



**Head Teacher: Seamus Oates**

**School Website:** [www.bridge.lbhf.sch.uk](http://www.bridge.lbhf.sch.uk)

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## Introduction

The Bridge AP Academy is a secondary Alternative Provision Academy that provides full time education and support for up to 180 learners who are not accessing mainstream schools. It has an inclusive philosophy and believes passionately in giving every learner many chances to succeed. It is part of the Triborough Alternative Provision (TBAP) Multi Academy Trust, which was established in 2012 as part of the Tri-borough partnership between Westminster City Council, Hammersmith and Fulham Council and The Royal Borough of Kensington and Chelsea.

The Bridge Academy is based on three sites. It provides for students who have been permanently excluded from mainstream schools, those on 'managed moves' to prevent exclusion, and those out of school. All students have special educational needs and/or disabilities, with a significantly above-average number having a of their special educational needs. The special needs and/or disabilities frequently involve social, emotional and behavioural needs. Most students are educated at the main Bridge Academy site. Up to 20 are educated at The Childerly, where intensive support is provided for students as part of the secondary schools' partnership to reduce fixed-term exclusions. Education is also provided at the Cobbs Hall for up to 15 students who require specialised and intensive one-to-one tuition. In addition, a number of students access the 'notschool.net' programme which uses online learning guides and home-based learning.

Most students receive free school meals. Six out of ten learners are boys. The ethnic background of learners is mixed and reflects that of the local community. There are a well-above average number of students looked after by the local authority. There is a fluctuating population with referrals coming throughout the year.

# Fulham Cross Girls' School and Fulham College Boys' School

Executive Principal: Bernie Peploe

School Website: [www.fulhamcollege.net](http://www.fulhamcollege.net)

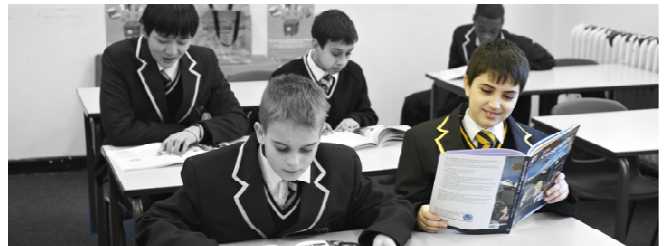
Fulham College Boys: [www.fulhamcollegeboys.net](http://www.fulhamcollegeboys.net)

Fulham Cross Girls School: [www.fulhamcross.net](http://www.fulhamcross.net)

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## Introduction

Fulham Cross Girls' School and Fulham College Boys' School are federated. Both schools are below average in size. Fulham College Boys' School has been a specialist science and mathematics college since September 2006. The proportion of students eligible for free school meals is high, and most speak English as an additional language. The mobility of students is well above average. The proportion of students who have special educational needs and/or disabilities is also above average.



Fulham Cross Girls' School received a pupil premium of £150,793.00 for the school year Sept 2011 to Sept 2012 and Fulham College Boys' School received a pupil premium of £132,249.

## *How Has the School Used the Pupil Premium?*

- After school classes for targeted students in core and foundation subjects
- Reward scheme for attendance at intervention classes
- Saturday school
- Half term and Easter revision sessions
- External facilitators to deliver revision skills sessions
- Purchasing of resources and revision materials for students
- Reward trips and activities
- Employment of Learning Mentors (Fulham College Boys' School)
- Employment of Personal Coaches (Fulham Enterprise Studio)
- Employment of Progress Tutors (Fulham Cross Girls' School)

Most of these initiatives were in place prior to the introduction of the pupil premium but were supported by Standards Fund grants. The Pupil Premium has enabled the school to continue to develop and maintain best practice.



***Q. Overall, how is the Pupil Premium changing the way you do things?***

Comments:

The Fulham College Schools routinely use a variety of data to identify underperformance and this is analysed to tailor provision to meet individual needs. The Pupil Premium was not 'new money' but has enabled the schools to continue with successful programmes that had previously been funded by the Standards Fund. The greater flexibility of an un-ring-fenced grant is helpful in driving innovative practice and allowing schools to determine the best strategies for the students in their care.

## **Identification and Selection**

***Q. On what basis do you make your decisions about using the Pupil Premium?***

Comments:

The Fulham College Schools keep up to date with current research, including that undertaken by the Sutton Trust, and take this into account when planning provision.

The schools routinely identify students eligible for the pupil premium and track their progress across the curriculum as well as their personal development. Tracking and data collection systems enable accurate identification of students that are underperforming. Detailed analysis of need determines the appropriate intervention/provision to ensure all students make maximum progress.

## Evaluation and Impact

***Q. How are you evaluating the effectiveness of the actions you have taken and what outcomes have you recorded?***

Comments:

The school uses an in-house tracking system as well as SIMs Assessment Manager. The schools robust self-evaluation processes require all interventions to be evaluated and reported at regular meetings. There is a bidding process in place this year to encourage more innovative practice with intervention strategies. The progress that students eligible for the pupil premium make, as evidenced by both internal systems and Raise on Line, show that these students make excellent progress when compared to the national average.

## Governance

***Q. How are the school governors holding school leaders to account for their decisions about the pupil premium?***

Comments:

The Governing Body (GB) agrees the annual budget for all schools and the pupil premium is defined within this. The GB receives regular updates on student progress via regular Executive Principal reports. The GB receives a full data report annually where different student groups and their relative progress are disaggregated; FSM and LAC pupils are always highlighted. The GB receives the Pupil Premium report prior to its publication on the website.

## Parents and Community

***Q. How are you communicating with parents about the Pupil Premium?***

Comments:

All students receive a letter annually explaining the Pupil Premium and why it is important for parents to register if their children are entitled to FSM. The Pupil Premium report is posted on each school's website.

***The school's Pupil Premium web page:***

**Fulham College Boys School:**

**[www.fulhamcollegeboys.net/pupil-premium-reporting](http://www.fulhamcollegeboys.net/pupil-premium-reporting)**



# St Peters CE Primary School

Head Teacher: Jean Shipton

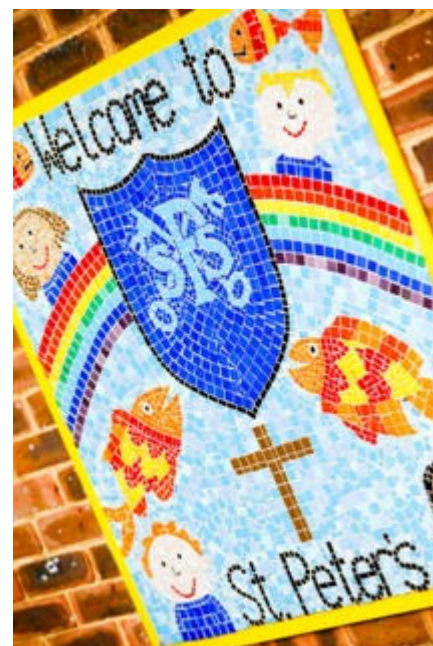
School Website: [www.stpetersce.lbhf.sch.uk](http://www.stpetersce.lbhf.sch.uk)

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## Introduction

St Peter's Primary is a smaller than average-sized school. The proportion of pupils known to be eligible for free school meals is below average. About half of the pupils are from minority ethnic groups, predominantly of Black African or Black Caribbean heritage. A third of pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is average. Their needs mostly relate to speech, language and communication difficulties. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The Early Years Foundation Stage comprises one Nursery class and one Reception class. The governing body manages a breakfast club on site. The school holds the Healthy Schools accreditation and the Activemark award. The school is accommodated on three different but closely located sites.





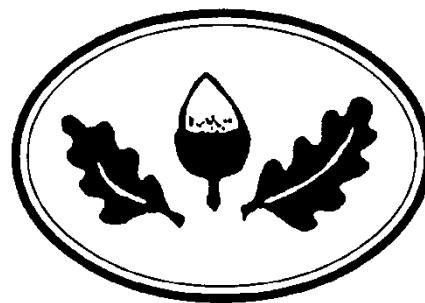
# Old Oak Primary School

Head Teacher: Madeline Parker

School Website: [www.oldoakprimary.co.uk](http://www.oldoakprimary.co.uk)

Respondent: Madeleine Parker - Head Teacher

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## Introduction

This large primary school serves a culturally diverse community. Most pupils are from minority ethnic backgrounds, with a quarter being of Black African heritage. Two thirds are from homes where English is spoken as an additional language. More than half of the pupils are known to be eligible for free school meals. A higher than average proportion of pupils join or leave the school other than at the usual times. The proportion of pupils with special educational needs and/or disabilities is well above average. Their needs are mostly associated with learning difficulties related to literacy and to their behaviour and emotional development. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes, the second of which takes in children each January. There are two mixed-age classes in Key Stage 2.

## *How Has the School Used the Pupil Premium?*

In 2012-2013 the Pupil Premium grant was used to fund the following programmes:

- Learning mentor (previous Excellence in Cities money). To target children with social and emotional barriers to their learning. To raise levels of attendance.
- Counsellor (new use of money). Intensive specialist support.
- Early Years Educator (budget planning decision). Quality of provision in Reception class.
- Specialist teachers (new use of money). Targeted support for identified children at risk of underachievement.
- Extra curricular provision. Subsidising after school clubs, school trips and other activities to enable equal access for all children.

"There are currently eight children at the school who work with the School Counsellor and they have two 45 minute sessions a week. The purpose of this programme is to better understand the underlying problems facing a child and then work with parents (where possible) to resolve the issues. I was told that the programme has been a great success and that it had led to huge improvements in some children's work, behaviour and attendance".

*Councillor Charlie Dewhirst – Chairman of the Pupil Premium Scrutiny Task Group*

***Q. Overall, how is the Pupil Premium changing the way you do things?***

Comments

More detailed analysis of provision against outcomes.

## Identification and Selection

***Q. On what basis do you make your decisions about using the Pupil Premium?***

Comments

Analyzing barriers to children's learning and provision to help reduce these. To ensure more equal access and opportunities to all identified pupils.

## Evaluation

***Q. How are you evaluating the effectiveness of the actions you have taken and what outcomes have you recorded?***

Comments

Through tracking pupil progress.

## Governance

***Q. How are the school governors holding school leaders to account for their decisions about the pupil premium?***

Comments

Standing agenda item at Finance Committee and Governing Body Meeting.  
Reporting on progress measured by outcomes.

## Parents and Community

***Q. How are you communicating with parents about the Pupil Premium?***

Comments

On the school website.

***The school's Pupil Premium web page:***

[www.oldoakprimary.co.uk/public/Content\\_Management/main/images/OceanUpload50216\\_1362479607014.doc](http://www.oldoakprimary.co.uk/public/Content_Management/main/images/OceanUpload50216_1362479607014.doc)

# Burlington Danes Academy

Head Teacher: Sally Coates

School Website: [www.burlingtondanes.org](http://www.burlingtondanes.org)

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## Introduction

The Burlington Danes Academy opened in September 2006 with the sponsorship of Absolute Return for Kids (ARK). Built on the values of the Church of England, it specialises in mathematics and arts and has been awarded Sportsmark status. It occupies a large site with three main buildings, one of which is Grade 2 listed.

Burlington Danes is smaller than most secondary schools, and has a higher proportion of boys than girls, especially in Years 8 and 10. Many of the students come from areas experiencing economic and social challenges. Nearly half are eligible for free school meals. Students come from a wide range of ethnic backgrounds: 44% are of Black British, African and Caribbean heritage, 14% are from White British backgrounds and around 40% are from other ethnic groups. About 40% of students speak English as an additional language and around 7% are at an early stage of learning English. An above-average proportion of students have special educational needs, mainly learning difficulties or emotional and behavioural difficulties.

## ***How Has the School Used the Pupil Premium?***

In 2012-13 Burlington Danes Academy received £347,000 through the Pupil Premium. In 2012-2013, Pupil Premium funded programmes were:

### **Curriculum and Staffing**

- *Y7 & Y8 nurture programme*
- *Additional group in timetable blocks for core and tutoring,*
- *reducing class sizes Y7 -11*
- *Additional Literacy teacher*
- *Literacy lead on SLT; Pupil Premium lead on SLT*
- *Staff providing support related to attendance and welfare*
- *Parent Classes*
- *The Sanctuary for vulnerable students every lunchtime*
- *EAL teaching*

### **Additional resources/Teaching Time**

- *Resources to support learning, including hardware and software*
- *Intervention through the colour-coded groups in KS4: eg resources for revision and immersion sessions directly linked to final examinations*
- *Additional English Tuition*
- *Additional Maths Tuition*
- *Additional Science Tuition*
- *Curriculum enrichment (Gifted and Talented) eg Into University, 'debatemate', First Story, Life Classes*

- Curriculum enrichment (other) eg marking stickers, textbooks
- Subsidised music peripatetic lessons
- GCSE Booster Sessions/Weekend Learning/Holiday Learning and associated materials

### **Mentoring and Support**

- Early morning and lunchtime literacy mentoring and reading buddies/reading booster
- Peer Mentoring Literacy Scheme
- Assertive Mentoring Y11 & Y13
- MFL Breakfast Club
- Homework Club
- Free healthy breakfast in exam season
- Summer school Y6
- Jamie's Farm trips Y7 & Y9
- Parent(s) Meetings with underachieving students in KS3 with Principal

### **Finance and Training**

- Financial support provided to allow students on FSM to access extra-curricular provision (e.g. history battlefields trip, Barcelona, theatre trips).
- Incentives & Rewards
- Twilight Training for staff
- Learning to Learn programmes

### **Q. Overall, how is the Pupil Premium changing the way you do things?**

#### **Comments**

It has renewed our focus: the academy has done a good job in narrowing the gap but it has made us reflect on how we can support these students further.

## **Identification and Selection**

### **Q. On what basis do you make your decisions about using the Pupil Premium?**

#### **Comments**

We are confident that we will spend well over half a million pounds on specific interventions of which most are directly targeted at students on FSM or CLA. 576 students out of the total roll of 1028 students are on FSM+6, ie c53 % (compared to the national average of c16%), so more than half the cohort.

## **Evaluating Effectiveness**

Burlington Danes Academy evaluates the effectiveness of its Pupil Premium programmes mainly through headline results and RAISE analysis.

### Effect of pupil premium on educational attainment

	<b>L5B+ in English in 2012</b>	<b>Maths Level 6c in 2012</b>	<b>5+ A*-C (including English and maths) in 2012</b>
All Y9 students at end of year	81%	70%	
Of the 83 FSM students in Year 9	78%	78%	
All Students			65.58%
Students on free school meals or who were children in care			65.3%
of all CLA students			66.6%

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
BDA FSM % 5 A* - C including English and Maths	54	61	73	65
National FSM % 5 A* - C including English and Maths	26	31	34	
All BDA students % 5 A* - C including English and Maths	50	67	75	66
BDA FSM % 5 A* - C	65	82	88	78
National FSM % 5 A* - C	48	58	64	
BDA FSM % English A* - C	58	69	76	68
National FSM % English A* - C	46	50	50	
BDA FSM % Maths A* - C	71	73	84	87
National FSM % Maths A* - C	42	46	42	

## Governance

***Q. How are the school governors holding school leaders to account for their decisions about the pupil premium?***

Comments

We report half Termly to the governors and once per term on educational attainment.
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## Parents and Community

***Q. How are you communicating with parents about the Pupil Premium?***

Comments

Via the school website and parental interview of all students under target.
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***The school's Pupil Premium web page:***

[www.burlingtondanes.org/Pupil-Premium](http://www.burlingtondanes.org/Pupil-Premium)



# St Stephen's CE Primary School

**Head Teacher:** Michael Schumm

**School Website:** [www.ststephensce.lbhf.sch.uk](http://www.ststephensce.lbhf.sch.uk)

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## Introduction

St Stephen's is an average-sized primary school. St Stephen's School is rated as outstanding by Ofsted and has a strong ethos of enabling children to excel. The largest groups of pupils are of White British, Black Caribbean and Black African heritages and the proportion of pupils who are from minority ethnic heritages is almost three times that found nationally. The proportion of pupils known to be eligible for free school meals is almost twice the national average. Over one third of the pupils, an above average proportion, speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average, the largest group being those with moderate learning difficulties. The school has gained the Healthy Schools award and Artsmark. The school has a nursery where all of the children attend full time.

On 11<sup>th</sup> February 2013, Councillor Caroline Needham – Vice Chairman of the Pupil Premium Scrutiny Inquiry, visited the school to see some of the Pupil Premium activities first hand and this profile is based upon her observations and discussions during her visit.

## ***How Has the School Used the Pupil Premium?***

### **Identification and Selection**

Activities funded partly through the Pupil Premium include 100 children learning a musical instrument (25 clubs are organised at lunch time and after school), Drama, sport and gymnastics. Spanish and ICT for gifted and talented children are taught by visiting teachers.

An annual whole school Arts Week project features work around a well known painting and Pupil Premium resources enable the work to be supported by paying dance/drama/writing professionals to work alongside parents and teachers to enhance the student experience.

The Pupil Premium has been applied to target the development of speech and language within the school. The additional available budget has enabled the purchase of expertise to support pupils and their teachers to concentrate on developing pupils across the ability range to communicate more effectively.

The school has purchased additional expertise in speech therapy to enable early and more effective support for children in need of expert support. A specialist Special

Education Needs Co-ordinator works in the school 2 days a week. A higher level Teaching assistant works 4 days a week with statemented children.

A specialist Drama teacher works with classes across the school on a programme named 'Dramatic Dreams' which stretches children's imagination, improves communication and expands vocabulary.

"Whilst visiting the school I observed small groups of children acting out the ever popular witches scene from Macbeth. The pupils relished in the chance to deliver the scene around the cauldron. Their developing confidence in using Shakespeare's work as a route to understanding and appreciating English was particularly evident with one of the children for whom English was not her first language".

*Caroline Needham – Vice Chairman of the Pupil Premium Scrutiny Inquiry*



# Langford Primary School

**Head Teacher:** Sylvia Howieson

**Contact:** Hannah Wink-Bryant

**School Website:** [www.langford.lbhf.sch.uk](http://www.langford.lbhf.sch.uk)

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## Introduction

Langford Primary School is larger than the average-sized primary school. The proportion of pupils for whom the school receives the Pupil Premium is well above average. The proportion of girls in the school is well below average and the proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils whose first language is not English.

Pupils come from a wide range of ethnic groups, but the largest group is White British pupils, and those from Black African heritage form the next sizeable ethnic group. The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average and the proportion supported at school action plus or with a statement of special educational needs is well above average. The school has a breakfast club and runs a full extended service provision.

The school has been in a hard federation with a local secondary school since February 2012 under the leadership of a single governing body and an executive Head Teacher, although it maintains its own budget. A new Chair of Governors was appointed in September 2012 and there have been some changes to teaching staff since the beginning of the academic year, including the appointment of the head of school.

Langford Primary School was inspected by Ofsted in March 2013 and again in June 2013 and currently does not meet the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.

Langford Primary School received £95,000 for the Pupil Premium 2012-13 and half of the pupils are eligible for Free School Meals (130 pupils).

On Tuesday 5<sup>th</sup> February 2013 Councillor Charlie Dewhirst, Chairman of the Pupil Premium Scrutiny Inquiry, visited the school to find out about how it is using the Pupil Premium grant.

## ***How Has the School Used the Pupil Premium?***

Spending was prioritised on Whole staff CPD (an independent assessment scheme designed exclusively for the education sector in the UK to ensure that schools and colleges have effective systems in place to identify and fulfill the development needs

of all staff) – Read, Write, including a phonics programme, SEN, EAL, vulnerable families, Gifted and Talented provision (talent spotting).

Allocation of the Pupil Premium spending focused upon three key areas:

- attainment (£70,000 )
- interest/experiences/nurturing talent (£15,000 )
- parental engagement/well being (£10,000).

### Attainment

Intervention groups - Most pupils made between 1-2 sub levels of progress within these groups. The least progress was made by our SA+ /statemented pupils.

121 tuition - Every child made between 1-2 sub levels of progress in writing and maths.

EAL groups - Every child made 1 sub level of progress per term of intervention. A few pupils made 2 sub levels.

I can – (Strategy to improve communication skills in the EYFS) – this needs to be fully evaluated at the end of the academic year. CLL baseline and CLL July 13 figure comparisons.

RW including CPD and resources (phonics). Every pupil who entered the programme made progress. Most pupils made better than expected progress. Previous phonic test result was 23%, predicted 58% in Year 1. In Year 2 the predicted rate is 86%.

“After a quick tour of the school I sat in on two intervention groups. The first was a group of eight children and then a smaller group of two. Both involved FSM, SEN and EAL children with the larger group working on their English vocabulary and the smaller group improving grammar. The smaller group also work with the same teacher on their maths. These groups were not exclusively available to FSM, SEN or EAL children but the majority were in one of those categories”.

*Councillor Charlie Dewhirst – Chairman of the Pupil Premium Scrutiny Task Group*

### Interest/Experiences/Nurturing Talent

Let me cook- Pupils gained confidence and improved their speaking and listening skills within this club activity. Qualitative surveys to be done.

Parental engagement/well being (£10,000)

Theatre trip for KS1- more than 50% of KS1 pupils had never been to the theatre before.

Drumming – yr 1 and 3- These 6 week workshops increased the pupil’s musical ability as well as train the class teachers in



how to teach drumming. Good CPD for existing teachers.

Ballet – 100% attendance. Pupils performed at the ‘Langford’s Got Talent’ event.

Guitar- 2 out of 4 pupils continued with their guitar lessons beyond term 1. Their progress has been good. Their enthusiasm for music has deepened greatly. Teachers note increased confidence.

Gym club- no competition has been entered. This has been difficult to evaluate other than pupils engagement in gymnastics lessons has improved.

### Parental Engagement/Well Being

Family activities - It is difficult to measure the impact of this intervention, and evaluation is done mainly by collating parental comments at the end of the academic year. The school has noted that increased parental willingness to support the school as a significant impact of this intervention, which is thought to improved relationships, resulting in increased parental support with a child’s learning at home. (See positive parental comments on Ofsted Parent view with regards to child wellbeing and communications between home/school).

Massage therapy- *As above.*

Nurture groups- This is mainly used to support FSM pupils who require support with their relationships with others or following trauma (bereavement/ divorce). This helps to reduce referrals and supports early intervention.

### ***Q. Overall, how is the Pupil Premium changing the way you do things?***

Comments:

More structured and focussed on FSM pupils. Trying to narrow the gap has never been more important. We have a high FSM no of pupils and we are in a high level of deprivation, these pupils need the spend to improve their life chances so it is imperative that it gets spent on the right provision.

“I met with Lynda Hall who runs the drumming classes and gym club. The drumming classes in particular have been of benefit to children with SEN. I also had a meeting with Owen Cutts, who runs the guitar classes. These are solely for Pupil Premium children and have unearthed musical talent that otherwise may not have been identified. Finally I was taken to see the after school ballet classes where Pupil Premium money has been to not only pay for the teacher but also for the leotards and shoes for those who cannot afford to buy them”.

*Councillor Charlie Dewhirst – Chairman of the Pupil Premium Scrutiny Task Group*



## Identification and Selection

***Q. On what basis do you make your decisions about using the Pupil Premium?***

Comments:

We did look at the Sutton trust and know that quality first teaching and feedback are the most important ways to increase attainment but as a result of having mixed aged range classes previously the difference in ability of our pupils is so vast that a lot of our provision is being spent on small group interventions which releases the CTs to work with pupils at a similar level.

## Evaluation and Impact

***Q. How are you evaluating the effectiveness of the actions you have taken and what outcomes have you recorded?***

Comments:

Pre and post questionnaires and using our new tracking and assessment.

SIMS software which allows us to break down into FSM and non FSM and compare progress. So a mixture and qualitative and quantitative ways, some things you can't measure easily like participation in class. Measuring impact is new at Langford and the process is only in its infancy.

"I met with the Sarah Francis, the teacher responsible for phonics at Langford. Her story was very impressive and she says that the difference made by the daily phonics sessions was evident after just one term. These daily sessions, which take place for 20 minutes of the start of each day, are not confined to children receiving the Pupil Premium".

*Councillor Charlie Dewhirst – Chairman of the Pupil Premium Scrutiny Task Group*

## Governance

**Q. How are the school governors holding school leaders to account for their decisions about the pupil premium?**

Comments:

Governors will be given a copy of this at the next Gobs meeting as it has only just been developed.

"I had a one-to-one meeting with Hannah Wink-Bryant, who is the school's parent governor with particular responsibility for SEN. We discussed the use of the Pupil Premium at Langford and how that was communicated to the governors at the school. She said that the communication between the head and the governors was excellent and they fully understood what the money was being spent on. Hannah said that it is vital that parent governors in particular are aware of the Pupil Premium as it is important for them to pass on the information to other parent".

*Councillor Charlie Dewhirst – Chairman of the Pupil Premium Scrutiny Task Group*

## Parents and Community

**Q. How are you communicating with parents about the Pupil Premium?**

Comments:

On the website. However, I will take the lead from the Gobs on how they'd like us to advertise it.

***The school's Pupil Premium web page:***

[www.langford.lbhf.sch.uk/index.php?option=com\\_content&view=article&id=108&Itemid=107](http://www.langford.lbhf.sch.uk/index.php?option=com_content&view=article&id=108&Itemid=107)

# Hammersmith Academy



Head Teacher: Gary Kynaston

School Website: [www.hammersmithacademy.org](http://www.hammersmithacademy.org)

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## Introduction

Hammersmith Academy opened in September 2011. It currently offers places for students in Years 7 and 8, and Years 12 and 13. The academy is sponsored by The Information Technologists' Company and The Mercers' Company. The Hammersmith Academy is smaller than the average-sized secondary school. It has specialisms in digital media and information and communication technology.



The proportion of students known to be eligible for the pupil premium is above the national average. The proportion of students who are disabled or have special educational needs and are supported through school action is above the national average. The proportion supported through school action plus or with a statement of special educational needs is broadly in line with the national average. The academy has a greater proportion of boys than girls. Over half of the students speak English as an additional language. The academy does not use any alternative provision.

As the academy does not have any students in Key Stage 4, it is not yet in a position to meet the government's current floor standard, which sets the minimum levels expected for students' attainment and progress.

In 2011-2012 there were a total of 120 pupils on roll and 36 were eligible for the Pupil Premium grant. In that year the school received **£17,568**.

## ***How Has the School Used the Pupil Premium?***

**“At Hammersmith Academy, we use the Pupil Premium in an integrated way to ensure that entitled students receive additional support, use of facilities and residential opportunities. Examples, include academic mentors, external life skills support, reading support through Lexia, additional workshops and tuition e.g. literacy”.**

***Hammersmith Academy Pupil Premium - Statutory Information 2012/13,  
published by Hammersmith Academy 2013.***



## Evaluating Effectiveness

The academy tracks the progress of all students, including FSM and CLA students and measures success as evidence that shows that this group are making better progress than in the past. "We aim for them to make equal or better progress than their peers in other groups and check against groups nationally. This will support our work and choices in a broader context".

"Students entitled to receive pupil premium funding currently make less progress than others in the academy. Leaders have used the funding to finance a range of initiatives, including literacy support, the provision of laptops and the appointment of additional teaching assistants. These initiatives have helped to improve outcomes for these students, but have not yet narrowed the gap between them and others in the academy".

"As a result of high quality teaching, good leadership and effective support, gaps in attainment between different groups of students are being narrowed. This is due to the academy's strong drive in promoting equality of opportunity, fostering good relations and tackling discrimination".

*Ofsted Inspection Report, Ofsted, published 4<sup>th</sup> March 2013*

**The school's Pupil Premium web page:**

**[www.hammersmithacademy.org/staticcc/staffing.html](http://www.hammersmithacademy.org/staticcc/staffing.html)**

# The London Oratory School

Head Teacher: David McFadden

School Website: [www.london-oratory.org](http://www.london-oratory.org)

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## Introduction

The London Oratory School is a voluntary-aided Roman Catholic comprehensive school for boys aged 7-18 and girls aged 16-18. The school takes in pupils from over 400 parishes and primary schools across 40 local authorities. There are 1358 pupils on roll, of whom 340 are in the sixth form. Each year 20 seven-year-old boys are admitted to the Junior House for a specialist music course. The proportion of minority ethnic pupils is much higher than in most schools with over 50 first languages represented.

Most pupils enter the school with knowledge and understanding that are well above the levels expected nationally for their age. The proportion of pupils with identified learning difficulties and disabilities is less than in most schools. The school shares its religious and cultural identity with the Oratory Church and its close connection with the church helps ensure its strong links with the Catholic community.

In 2012-2013 there were 1335 pupils on roll and the total number of pupils eligible for the Pupil Premium was 76 from the First to Fifth Forms

## ***How Has the School Used the Pupil Premium?***

- One-to-one and small group learning mentor support
- Personal tuition in numeracy and literacy
- Small group supported study to aid learning in a variety of subject areas
- Organisation and Study skills sessions
- Small group reading, spelling and numeracy support
- Personalised curriculum choices
- Homework centre after school (Monday to Friday)
- Financial support for equipment, residential trips and music tuition
- Smaller class sizes at Key Stage 3 and 4 for those needing most support and also in specialised subjects throughout all Key Stages
- Access to School Counsellor services
- Pupil Mentor study programme at KS3
- Extended Form Periods for Form Teachers to help pupils access the above strategies and provide one-to-one support.

***Q. Overall, how is the Pupil Premium changing the way you do things?***

Comments:



Not significantly as already offering most of what is offered however have managed to significantly expand.

- Smaller class sizes at Key Stage 3 and 4 for those needing most support and also in specialised subjects throughout all Key Stages
- Access to School Counsellor services

## Identification and Selection

***Q. On what basis do you make your decisions about using the Pupil Premium?***

Comments:

Support is tailored to the individual needs of the pupil.

## Evaluating Effectiveness

The London Oratory School measures the impact of Pupil Premium interventions by tracking the progress of pupils through term reports based on progress; participation; homework completion; effort and attitude; conduct.

The school measures the impact of the interventions by tracking the progress of Pupil Premium pupils on a termly basis. It measures the success of pupils at the end of Key Stage 4 relative to their target grades and against threshold measures such as 5+ A\*-C, 5+ A\*-C including English and Mathematics, EBacc and expected progress in English, Mathematics and Science and monitors and supports pupils accessing pastoral support and discusses their progress and needs regularly.

## Governance

School governors hold school leaders to account for their decisions about the pupil premium through an annual review of School provision and performance.

## Parents and Community

***Q. How are you communicating with parents about the Pupil Premium?***

Comments:

Only through website and co-curricular provision

***The school's Pupil Premium web page:***

[www.london-oratory.org/tlos/htdocs/content.asp?cat=2&sub=236](http://www.london-oratory.org/tlos/htdocs/content.asp?cat=2&sub=236)

## **Acknowledgements**

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Governance and Scrutiny  
The London Borough of Hammersmith and Fulham

September 2013

[www.lbhf.gov.uk/scrutiny](http://www.lbhf.gov.uk/scrutiny)