



**PUPIL PREMIUM STATEMENT
AND SPENDING OVERVIEW
2020 - 2021**

PUPIL PREMIUM STATEMENT 2020 - 2021

The Pupil Premium is allocated to children from low income families who are known to be eligible for Free School Meals (FSM) and children who have been 'looked after' continuously for more than six months (CLA) and those children who are previously 'looked after'. Funding also includes pupils eligible for FSM at any point in the last six years (the Ever 6 FSM measure) as well as children from service families.

Schools are free to decide how they spend the Pupil Premium. We are, however, held accountable for how we have used the funding to support pupils from these families. We are required to publish online information about how we have used the Premium, ensuring that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

At Georgian Gardens, the Pupil Premium allocation for our school for 2020-21 is approximately £155,489 for 100 pupils (25%). This funding is being used for the following activities and interventions:-

- Additional teaching assistant help in class or out of class as appropriate
- IDL English and maths intervention
- FirstClass@Writing intervention
- Play therapy
- THRIVE
- Subsidised educational visits and clubs
- A free club for each Pupil Premium child
- A free jumper and PE T-shirt
- Learning mentor to support the emotional needs of children and families
- Family Support Manager to support families and engage with Early Help Support
- Breakfast Club (FSM)
- Parent Forum
- Release time for the AHT Inclusion for monitoring all intervention groups for Pupil Premium children
- We will hold termly pupil progress meetings using data analysis and feedback for each class regarding the progress regarding the progress of each child in reading, writing and maths. These meetings will be used to plan and evaluate interventions for children at risk of not making at least good progress and / or achieving age related levels at the end of the key stage.
- Enrichment opportunities for Pupil Premium children across the locality group for activities such as the arts, science/D.T., maths, music, P.E., Forest Schools, amongst others (Covid – 19 dependent).
- Training for staff working with PP children around their areas of need

For a full breakdown of spending, please refer to the 'Pupil Premium Spending Overview 2020 – 2021' on page 4 and 5.

Any parent wishing to know more about the support their child is receiving is welcome to talk to the class teacher. Parents' Evenings are the ideal opportunity to review children's progress but you are welcome to make an appointment to see the class teacher at any time.

Impact of the use of the Pupil Premium Grant at Georgian Gardens

The progress of this group of children, along with all children, is monitored and reported to the governors every term. It will be reported on the website annually.

Are you Eligible for Free School Meals?

We encourage all parents and carers to ensure that staff at our school know whether their child is entitled to Free School Meals (FSM) or has a parent who is a member of the armed services. If you think your child is eligible, please speak to our office staff who can assist you in completing an application.

Parents can register their child for FSM if they are in receipt of any of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment Support Allowance
- Support from the National Asylum Support Service (NASS)
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income, as assessed by HRM Revenue and Customs, that does not exceed £16,190
- Guarantee element of State Pension Credit
- Working Tax Credit "Run-on" – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal credit

How can I find out more about the pupil Premium? More information about Pupil Premium can be found on the DfE website at:

www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp

Even if your child does not want to have school meals, please register your child if you are eligible. The school only receives the extra funding if your child is registered.

Background:

The Pupil Premium is allocated to children from low income families who are known to be eligible for Free School Meals (FSM) and children who have been 'looked after' continuously for more than six months (CLA) and those children who are previously 'looked after'. Funding also includes pupils eligible for FSM at any point in the last six years (the Ever 6 FSM measure) as well as children from service families.

Schools are free to decide how they spend the Pupil Premium. We are, however, held accountable for how we have used the funding to support pupils from these families. We are required to publish online information about how we have used the Premium, ensuring that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Budget:

In the 2020 – 2021 financial year the amount of Pupil Premium received is currently estimated at £155,489. This includes an unexpected carry forward of £28,749.44 which was as a result of Covid-19 and partial school closures. We have planned interventions and projects which will also be supplemented from our delegated budget to ensure that we support all of our most disadvantaged and vulnerable pupils.

Total Number of Pupils on Roll	403
Total Number of Pupils Eligible for PPG	(25%)
Total Amount of PPG received	£155,489

COVID-19:

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in our Pupil Premium Statement will be continuously subject to review. Our use of the funding will be adapted to meet students' needs as they arise, whilst maintaining where possible the principles outlined in this document. Outcomes that are still relevant, which were not met last academic year due to the pandemic, will be carried forwards to this year.

During the pandemic, the following key steps will continue to be taken to ensure that 'disadvantaged' pupils' barriers to learning continue to be overcome wherever possible:

Ensuring the basic needs of the children and families are met. This includes food parcels or hampers due to families self-isolating or local lockdowns, food vouchers, agency support, support applying for Free School Meals for families whose circumstances changed due to Covid-19.

- Access to home learning through the issue of learning packs, school resources (pens, pencils, paper, printed copies of learning), a school subscription to Seesaw online learning platform, weekly learning newsletters and remote learning for each year group in the event of a local lockdown or as a result of a child having to self-isolate. As a school we also applied for laptops or tablets for those children who did not have any other means to access online learning. A total of 26 devices were given to children to use at home during the summer term lockdown. Further devices will be applied for as and when required, should the government scheme continue.
- School ‘hotlines’ in the event of a local lockdown. Two ‘hotlines’ were previously set up and will continue with the Family Support Manager and the AHT Inclusion/SENCO to ensure families had named and available contacts throughout the school closures should they need any support. Weekly phone calls or texts will be made to key families and support or agency signposting will be made where needed. The Family Support Manager and the AHT Inclusion/SENCO will also attend agency meetings via phone to ensure continued support through a lockdown.
- A wellbeing focus. Additional whole school focus from September 2020 to support the emotional wellbeing of the children.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children’s Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

Potential Barriers to future attainment (for pupils eligible for PP)

1	Lower attainment for PP children vs Non-PP children at end of EYFS, Keystage 1 and Keystage 2. Possible widening of the gap due to Covid-19 and school partial closures.
2	Increase in the number of PP children who are not ready to learn due to a range of factors. ie, mental health, significant events, emotional development, community influences.
3	Large increase in number of PP children entering Reception with lower than expected levels of communication and language.
4	Large increase in number of PP children entering Reception who are not school ready.
5	PP children have lower attendance rates when compared to non-PP children.

1 Lower attainment for PP children vs Non-PP children at end of EYFS, Keystage 1 and Keystage 2.		
Teacher training in the area of Quality First Teaching. Termly pupil progress meetings.	To provide staff training in the area of Quality First Teaching and adapt practice to reflect changes in methods and resources in school. To provide opportunities for year group teams to work together to plan for QFT opportunities. To increase pupil progress attainment and progress in reading, writing and maths. To close the gap between the attainment of PP children v non-PP children. To ensure Pupil Progress Meetings have dedicated time to discuss the attainment and progress of PP children.	£4 000 £731.25 (pupil progress meetings)
Precision Teaching for targeted PP children. Weekly 1:1 or small group mentoring sessions for all PP children.	To ensure Teaching Assistants have the skills to support the progress of PP children by monitoring progress and evaluating effectiveness of a method taught to those children who experience difficulties in acquiring some skills. To ensure PP children have clear guidance on developing skills and closing gaps in learning. To identify personalised targets for all PP children to support their progress. To develop the child's confidence and resilience and to promote growth mind-set	Cost included in staffing budget
1:1 or small group catch up tutoring with a private tutor.	To close the gap between the attainment of PP children v non-PP children which may have widened due to lockdown. To increase pupil progress attainment and progress in reading, writing and maths. To provide smaller classes in Year 6 in order that children have more teacher time.	£877 initially for Autumn term
Additional class teacher in Year 6.		£16,062
Additional teaching space with IT required to teach effectively.		£2,500
Additional teacher tuition in Year 5.		£1,400
1:1 or small group phonics intervention with a qualified teacher.		£404
Speech and Language Therapy Assistant	To work alongside the Early Years staff to support pre-schools in getting children at the expected levels in the area of communication and interaction prior to transition. To work alongside the Early Years staff to visit and work with pre-schools. To work alongside the Early Years staff to support the pre-schools in making Speech and Language referrals prior to children starting at the school so SALT goals are in place in September. To support in getting children at the expected levels in the area of communication and interaction and widen vocabulary. To make Speech and Language referrals as required and liaise with outside agencies to ensure support is in place for the children under the NHS SALT. To ensure children with social communication difficulties have intervention to meet their needs. To work alongside children who benefit from additional guidance and strategies in order to effectively manage their speech, language and communication needs.	£15,866 (costings split between SEND and PP funding)
A range of interventions (costings split between SEND and PP funding) Software and subscriptions	Year R Pupil Premium Mentoring IDL English and maths intervention 1stclass@writing intervention Motor skills group Lego therapy	£698 IDL Subscription

	Year 1 and 2 support for phonics Learning and Behaviour Mentor Social communication group Narrative Therapy group Narrative Therapy Zones of Regulation Thrive Journal Club Reading intervention Year 1&2 phonics group	£3,416.28 (25% of subscriptions in line with % of PP)
Pupil Enrichment Opportunities	Enrichment opportunities for Pupil Premium children across the locality group for activities such as the arts, science/D.T., maths, music, P.E., Forest Schools, amongst others (Covid – 19 dependent). Year Group Enrichment opportunity throughout the year to a maximum of £500 per year group.	£5000
2	Increase in the number of PP children who are not ready to learn due to a range of factors. ie, mental health, significant events, emotional development, self-esteem, community influences.	
THRIVE resources	To ensure the Thrive practitioners have the resources required to facilitate Thrive sessions with the children.	£500
THRIVE On going Training as required to maintain qualification	Thrive practitioners will be kept up to date with the latest theory and practice through attending the Thrive conference. This attendance is a requirement of the Thrive training in order to continue to practice as a practitioner.	£500
THRIVE Online Package	We will be able to screen whole classes and assess individual children to identify their underlying emotional needs and we will be able to select practical activities to help them.	£1 100
THRIVE Together training package for all school staff	All staff completed sessions 1 to 3 of the Thrive Together training which covers aspects of anxiety and mental health of children. They need to complete the further 3 sessions which were missed due to lockdown.	
Angling 4 Education or other therapeutic input such as Equine Therapy	A bespoke activity based provision in term time and holidays. Designed for children and young people with complex and specific needs (social, emotional, behavioural or educational) which are preventing them from reaching their full potential.	£1 500
Play Therapy	To enable children to express their emotions and increase their feelings of self-esteem. To empower children to feel confident and happy and be able to respond in an appropriate way. To improve sibling relationships and the impact these have on the family as a whole. To support the Learning and Behaviour Mentor to reflect on practice and support personal wellbeing.	£4 235 (£1000 contribution from the Angmering Locality Group)
Gardening Nurture Group	To work with groups of children with social or special educational needs in order to develop self-esteem, a sense of achievement, purpose and value through food growing, harvesting and cooking.	£1,608

<p>Family Support Manager</p> <p>Learning and Behaviour Mentor</p> <p>Teaching Assistant x 3 in the afternoons</p>	<p>To address individual needs that are impacting on a child's well-being and ability to effectively learn. To work with outside agencies, parents, staff and children to provide support and guidance. Lead on Early Help Plans to support PP families and liaise with other professionals to achieve the best outcomes possible for the family. To be a THRIVE Practitioner and support the children with gaps in their development and being ready to learn. To monitor attendance of Pupil Premium children. To work alongside children who benefit from additional guidance and strategies in order to effectively manage their behaviour so that they are ready to learn To provide a location and support for those children who find it difficult to complete their homework at home. To be a THRIVE Practitioner and support the children with gaps in their development and being ready to learn. To ensure that all PP children attend reading intervention.</p>	<p>£65,381</p>
<p>Release Time for AHT Inclusion</p>	<p>To ensure the monitoring of all intervention groups for Pupil Premium children. To be a THRIVE Practitioner and support the children with gaps in their development and being ready to learn. To ensure the implementation of this overview as well as section 3 of the School Development Plan.</p>	
<p>Breakfast Club for invited children</p>	<p>To ensure that all children are able to start the school day with a nourishing meal To support families and pupils facing challenges Close the attendance and punctuality gap between PPG and non PPG children and provide a nurturing environment</p>	<p>Food cost approx. £1 000</p>
<p>3 Large increase in number of PP children entering Reception with lower than expected levels of communication and language.</p>		
<p>Release time for Early Years staff to work with main feeder pre-schools</p> <p>Release time for Speech and Language Therapy Assistant</p>	<p>To enable the Early Years staff to visit and work with pre-schools. To support pre-schools in getting children at the expected levels in the area of communication and interaction. To support the pre-schools in making Speech and Language referrals prior to children starting at the school so SALT goals are in place in September.</p>	<p>£1 000 (4 days)</p>
<p>4 Large increase in number of PP children entering Reception who are not school ready.</p>		
<p>Release time for Early Years staff to develop before starting school work with parents and pre-schools</p> <p>Release time for pre-school staff to visit Georgian Gardens</p>	<p>To provide parents and pre-schools with a readiness for school booklet. To work with parents and pre-schools to support getting the children ready to learn. To provide pre-schools with the opportunity to visit Georgian Gardens to see how Reception 'works' and the systems/expectations in order to support children to be ready for starting school.</p>	<p>£1 000 (4 days)</p>

5	PP children have lower attendance rates when compared to non-PP children.		
Release time for AHT Inclusion and Family Support Manager	To ensure the implementation of this overview as well as section 3 of the School Development Plan. To continue to develop the use of 'Nudge Theory' in supporting an improved attendance of PP children. To reduce the levels of persistent absenteeism for PP children. Family Support Manager to build relationships with families with children who are persistently absent.	Included in Section 2	
6	Other areas where PP funding is used		
Uniform	To ensure all children feel part of the community To provide opportunities to buy more affordable uniform		£2 000
Contributions to school trips (no residential this academic year)	To raise self-esteem and confidence, increase opportunities and life experiences. Participation is an important part of learning		£500
Contribution for children to attend after-school clubs	To enable all children to have equal opportunities to access learning outside of school hours		£2 000
Edukey	To closely track provision, intervention and costings of children who are Pupil Premium and/or SEND. Support teachers with the writing of Pupil profiles, ILPs and IPPs. Provision mapping which breaks down the spending on interventions for PP children.		£715
PP & SEND provision monitoring software	To securely record safeguarding concerns. To ensure quick, secure & role-based access from any computer or mobile device.		
Safeguard our School	To hold a detailed chronology of safeguarding concerns logged. To ensure compliance with all current legislation, standards & guidance and provide clear, auditable safeguarding evidence.		£350
Total allocated			£134, 344
Specific funds to be allocated during the year	To allow for specific additional needs on a case-by-case basis Last year, this money was spent in a range of ways, including additional support for trips, gifted and talented days, transport to events for PP children, outside agency assessments, etc Some of this money will also be used for 1:1 or small group catch up tutoring for PP children.		£21, 145
Total Spend			£155, 489