



IMPACT OF PUPIL PREMIUM SPENDING 2019 - 2020

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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 2019 – 2020 financial year the amount of Pupil Premium received is currently estimated at £130 980. 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	407
Total Number of Pupils Eligible for PPG	(24%)
Total Amount of PPG received	£130 980

Identified 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.
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.

COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in our Pupil Premium Statement has been subject to review. Our use of the funding was adapted to meet students' needs as they arose, whilst maintaining where possible the principles outlined in the Pupil Premium Statement and this document.

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

- Ensuring the basic needs of the children and families are met. This includes food parcels, school funded food vouchers (actioned prior to the Government announcement for 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 for each year group. 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.
- School 'hotlines'. Two 'hotlines' were set up 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 were made to key families and support or agency signposting was made where needed. The Family Support Manager and the AHT Inclusion/SENCO also attended agency meetings via phone to ensure continued support through lockdown.
- A recovery curriculum written for those children who were in school during lockdown. 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/>

Impact of Spending

1	Lower attainment for PP children vs Non-PP children at end of EYFS, Keystage 1 and Keystage 2.
Teacher INSET and training in the area of Quality First Teaching.	Unfortunately, this scheduled INSET day did not take place due to Covid-19.
Precision Teaching training for all Teaching Assistants Effective Teaching Assistant-Pupil Interaction: Promoting Resilient and Confident Learners provided by WSCC Educational Psychology Team Weekly 1:1 or small group mentoring sessions for all PP children	All Teaching Assistants took part in Precision Teaching training with our Educational Psychologist in October 2019. As a result 14 children were initially accessing this intervention. 10 out of the 14 children were pupil premium. All Teaching Assistants were allocated PP children and met with them weekly to discuss learning, go through anything identified by the Class teacher and to set, work on and review personal targets.
A range of interventions (costings split between SEND and PP funding)	<p>The progress of Pupil Premium children was discussed in Pupil Progress meetings each term with the Class Teachers and SLT. The progress of PP children was tracked each half term in order for interventions to be planned effectively.</p> <p>All children who completed interventions were identified and tracked by staff working with them. Interventions accessed by Pupil Premium children were Journal Club (self-esteem/awareness), Lego therapy, IDL English, IDL Maths, Play therapy, Learning and Behaviour Mentor, SALT Narrative Therapy Group, Social Communication Group, Speech and Language therapy, Reading Intervention, Year 3 Writing Intervention, Gardening Nurture, Phonics Group, precision teaching. This is in addition to 'in house' year group intervention provided to all children.</p> <p>The IDL interventions for English and maths had good outcomes. The average increase in reading age was 11m and the average increase in spelling age was 8 months. This was in a 6 month period.</p> <p>In maths, we are unable to get an average months progress. However, out of the 22 PP children who took part, 15 made good progress, 4 stayed the same and 3 children regressed. It is difficult to know whether the results have been swayed by Covid-19. Therefore, children will be reassessed in the next academic year in order to gain an accurate baseline going forward.</p> <p>Due to Covid-19, we are unable to report on the phonics scores for our current Year 1 children. This can be reported on once the children have completed the rescheduled phonics screening in the Autumn Term 2020.</p>
Investment in iPads	20 iPads were purchased to enable PP children to access online intervention and learning whilst in school. These proved invaluable during the partial closure as electronics equipment could not be shared across bubbles. Year 6 benefited from the use of them to access online learning whilst in school.
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 Practitioner Training for a further 2 members of staff.	The school has an additional two Thrive Practitioners. This means five members of staff are now qualified to facilitate Thrive sessions with children.

THRIVE resources	<p>The Thrive practitioners facilitated sessions each week for our children as well as children from locality schools over two half terms. This gave our Thrive Practitioners the opportunity to share good practice to other schools. 4 adults from other schools benefitted from the sessions and the resources shared with them to take back to their own schools.</p> <p>The feedback from the children and adults on these sessions based around 'The Colour Monster' and sensory play was extremely positive. Five children gave the sessions 10/10 and one child gave it 9/10 as they would like to have done more slime making! Feedback collected also showed that the children felt they were more confident playing with new people, explaining how they feel about certain things, felt more confident talking about their feelings, felt safe and learned new ways to regulate emotions.</p> <p>Year 6, 5 and 2 children had regular body scanning sessions with one of the practitioners to develop body awareness and to support regulation strategies.</p> <p>A total of 72 children were profiled using Thrive Online in order to assess need then, if needed, access further in depth Thrive sessions with a Practitioner.</p> <p>All staff attended Thrive Together session 1 to 3 in order to revisit the main elements of the Thrive approach and to gain a greater understanding of the reasons behind the behaviours seen in school and to reinforce the whole school approach.</p> <p>The next whole school profiling is timetabled for October 2020.</p>
THRIVE Ongoing Training as required to maintain qualification	
THRIVE Online Package	
Play Therapy	<p>4 Pupil Premium children accessed the school's Play Therapist (out of 6 children). This enabled children to express their emotions and increase their feelings of self-esteem and also empower the children to feel confident and happy and be able to respond in an appropriate way. Our current Play Therapist is unable to continue her work with us due to personal circumstances. However, we are currently sourcing a new one to take over her role within the school from September 2020.</p>
Supervision for Learning and Behaviour Mentor	
Anxiety and Mental Health training for staff provided by WSCC Educational Psychology Team	<p>Unfortunately, due to Covid-19, this training did not take place. However, all staff completed sessions 1 to 3 of the Thrive Together training which covers aspects of anxiety and mental health of children.</p>
Family Support Manager Learning and Behaviour Mentor Teaching Assistant Release Time for AHT Inclusion	<p>Before and during school closure the role of the Inclusion team have been invaluable in giving timely and consistent support to our pupils and families. This support has included pastoral support for families finding lockdown difficult, organising calls and socially distant meeting for pupils transitioning to secondary school, making regular contact with our families, working with social care and other services, ensuring Annual Reviews continue to take place.</p> <p>School Mobile phones were purchased so the AHT Inclusion and Family Support Manager could be contacted easily.</p> <p>The Learning and Behaviour Mentor has regularly supported 32 PP children on a daily or weekly basis. A further 7 PP children were supported or monitored throughout the Lockdown period. 19 Early Helps plans were open in the academic year 2019-2020. These involved 29 children. Out of those 29 children, 23 were for PP families. The Diocese Family Support Worker provided support for an additional 5 children and their families.</p>

Breakfast Club for invited children	A total of 14 Pupil Premium children accessed breakfast club at some point during the year. The number of children at the club at any one time was 14. Places were given based on need and discussions with parents. The club ensured that all children are able to start the school day with a meal.
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.
Release time for Early Years staff to work with main feeder pre-schools Release time for Speech and Language Therapy Teaching Assistant	This was scheduled to take place in the Summer term 2020. Unfortunately, due to Covid-19 the Early Years team have been unable to visit pre-schools and visa versa. We plan to implement this next academic year ready in preparation for the September 2021 intake should social distancing procedures and Government guidance allow us to do so.
Release time for Early Years staff to develop before starting school work with parents and pre-schools Release time for pre-school staff to visit Georgian Gardens	As a school, we took out an additional subscription to Tapestry to enable to Early Years team work with new September 2020 intake parents in order to ensure the children are as school ready as possible. It also enabled the team to build relationships with the parents and children prior to them starting school in September 2020 in difficult circumstances. Our Specialist Speech and Language Teaching Assistant has liaised with our school Speech and Language Therapist throughout lockdown to ensure provision is in place when the children start. The AHT/SENCO and Speech and Language TA have also been in contact with some PP families as well as those who have children with additional needs to ensure staff are fully aware of the children's needs.
5	PP children have lower attendance rates when compared to non-PP children.
Release time for AHT Inclusion and Family Support Manager	Detailed attendance tracking is in place to ensure parents are kept informed of their child's attendance. It is also an agenda item for parents evenings. Attendance 'nudge letters' have had a positive impact on attendance and have been a positive discussion point with parents. Prior to 20 th March when there was a partial closure of schools, attendance was consistently above 96%. The school renewed an attendance module for SIMS again this academic year which has enabled the team to analyse attendance data with more ease. It also allows specific groups to be identified and targeted effectively. The gap between the attendance of PP and non PP children went from 2.02% in the Autumn term and 2.2% in the Spring term. Looking at the reasons for absence, the majority have valid reasons for not being in school such as hospital visits, operations, tooth extractions, respite or isolation due to Covid-19. Attendance will continue to be a focus next academic year.
6	Other areas where PP funding is used
Uniform	All PP children were given a free jumper and PE T-shirt this academic year. Other families were given free uniform from our nearly-new second hand uniform stock.
Contributions to school trips and residential	All 102 Pupil Premium children attended school trips offered to their peers. This was either fully funded by the school or part funded after discussion with parents. Some parents of Ever 6 children opted to pay in instalments, as they wanted to contribute now they were working despite the school offering to pay. Funding was also used in order to pay for Lodge Hill for 9 PP children. The opportunities enabled us to raise self-esteem and confidence, increase opportunities and life experiences. Participation is an important part of learning.

	<p>PP funding is usually used to enable other children to attend swimming lessons during school time. Due to Covid-19 and pool closures, this was not funded this year.</p>
Contribution for children to attend after-school clubs	<p>In order to ensure all PP children were able to access clubs run by school or outside providers, we now pay for providers to run 3 clubs (60 pupils), giving priority to PP children.</p> <p>This enabled all children to have equal opportunities to access learning outside of school hours.</p>
Edukey PP & SEND provision monitoring software Safeguard our School	<p>Provision of all pupils is tracked using Edukey's Provision mapping software. This closely tracks provision, interventions and costings of children who are Pupil Premium and/or SEND.</p> <p>As well as this, it supports teachers in the writing of Pupil profiles, ILPs and IPPs.</p> <p>The storage of SEND record is now electronic. Any reports from outside agencies or the school are held on EduKey in order for staff to access these as well as being backed up on the school server. Original copies of papers are kept in line with GDPR guidance.</p> <p>All staff are able to access the children's provision plans, Individual Learning Plans and Pupil Passports as well as review them each term. All staff are able to access all the relevant information for children on Edukey.</p>
Specific funds to be allocated during the year	<p>All PP children in Key Stage 2 visited the local Waterstones book shop and chose a book they would like to read. Once read, they wrote a brief overview which has been stuck in the front of the book. The books have now been given to our school library for other children to enjoy.</p> <p>A number of PP children have sensory needs and benefit from using our bubble room. Funding was used to replace the bubble tube in the bubble room.</p> <p>3 PP children had diagnostic assessments completed which have supported applications to the Local Authority for Education Health and Care Plans or have been used to gain a greater understanding of the child's needs.</p> <p>Funding was used in order to employ a lip speaker for parents/teacher meetings for parents who have a hearing impairment.</p> <p>Funding was used to employ a qualified teacher to support the teaching and learning of PP children in Years 5 and 6, three half days per week. The focus of this was those PP children who could achieve greater depth in reading and writing as well as those who needed a nudge to achieve the expected standard. Unfortunately, this work was cut short due to Covid-19.</p> <p>Funding was used to fund 25% of all educational subscriptions this academic year.</p>
Total Spend	£102, 230
Total carry forward <i>Due to the changes in provision and lockdown, we have an unexpected carry forward of PP funding which will be added to next academic year's funding. This has been allocated in response to the Covid-19 pandemic. We have taken the decision to employ an additional Teacher and Teaching Assistant in Year 6 from September 2020. Please see PP statement 2020 – 2021 for further details.</i>	£28, 749