



IMPACT OF PUPIL PREMIUM SPENDING 2018 - 2019

GEORGIAN GARDENS C P SCHOOL
IMPACT OF PUPIL PREMIUM SPENDING 2018 – 2019

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 2018 – 2019 financial year the amount of Pupil Premium was £133, 620. 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	404
Total Number of Pupils Eligible for PPG	98 (24%)
Total Amount of PPG received	£133, 620

Actions	Impact
Uniform Vouchers	We have changed the way we give uniform to parents as only a small number of parents would ask for the discounted uniform. We now give a school jumper and PE top to every PP child. We give free second hand uniform to all PP families when there is a need.
Contributions to school trips and residential	All 98 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 3 PP children. The opportunities enabled us to raise self-esteem and confidence, increase opportunities and life experiences. Participation is an important part of learning.

	3 PP children had swimming lessons paid for. This enabled them to work towards achieving the end of key stage expectations in swimming.
Play Therapy	5 Pupil Premium children accessed the school's Play Therapist (out of 7 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.
<p>Reading, writing and maths interventions</p> <p>Additional 1:1 or small group tuition for PP children in Years 2 to 4 in the subject of writing.</p>	<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. This is in addition to 'in house' year group intervention provided to all children.</p> <p>27 Pupil Premium children accessed the IDL interventions for English and maths. This has resulted in accelerated progress for all children participating in the intervention who would otherwise be making little or no progress.</p> <p><u>Phonics</u> Of 14 Year 1 Pupil Premium children, all made progress towards closing the gap in preparation for the phonics screening check in June 2019. Out of the 14 children, 10 passed the screening test and the other 3 had improved their scores significantly putting them in a good position for them to re-sit next academic year.</p> <p><u>Keystage 1 SATs</u> Children receiving reading support made accelerated progress. This was especially successful in year 2 where 81.8% of FSM children reached the expected standard in reading compared to the cohort percentage of 66.7%. One of the groups with the highest percentage of pupils achieving greater depth in Reading was Pupil Premium children.</p> <p>Writing was also a strength for Pupil Premium children with 63.6% of children reaching the expected standard compared to the cohort percentage of 60%. As with reading, one of the groups with the highest percentage of pupils achieving greater depth in writing was Pupil Premium children.</p> <p>In maths, Pupil Premium children underperformed with 72.7% reaching the expected standard compared</p>

	<p>to the cohort percentage of 76.7% and National of 75.6%. The percentage of pupils achieving greater depth in maths for Pupil Premium children was 27.3%. This was below the cohort percentage of 30% but was still above the national of 21.7%</p> <p><u>Keystage 2 SATs</u></p> <p>The introduction of IDL was just before the Year 6 SATs so there was no impact on progress or attainment.</p> <p>Pupil Premium children underperformed compared to non-Pupil Premium children in all areas. 30% reached the expected standard in reading (3 children), 40% in writing (4 children) and 40% in maths (4 children). Of the 10 Pupil premium children, 2 children who did not reach the expected standard were 'mobile' (not home grown). Another child now has an EHCP and is in a specialist setting.</p>
Investment in iPads	<p>8 iPads were purchased for every year group. This means they now have 10 per year group. These are used to support teaching and learning, to take on trips and for PP children to be able to access online learning tools for interventions such as IDL English and maths.</p>
PP & SEND provision monitoring software	<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.</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>
AHT Inclusion, Family Support Manager and Learning and Behaviour Mentor	<p>The Learning and Behaviour Mentor has regularly supported 22 PP children on a daily or weekly basis for a total of 193 sessions. A further 55 PP children were supported or monitored throughout the year and support provided when needed for a total of 308 sessions. This has proved to be very successful in terms of getting the children in a place where they feel safe to learn.</p> <p>22 Early Helps plans were open in the academic year 2018-2019 (16 last Year). These involved 29 children. Out of those 29 children, 22 were for PP families.</p> <p>The Diocese Family Support Worker provided support for an additional 6 children and their families.</p> <p>Rigorous attendance data has enabled the SENCO and Family Support to target specific families with poor attendance.</p> <p>Clear guidelines and systems have ensured there is consistency across the school with attendance.</p> <p>All staff have been kept informed of attendance of each class through termly records of attendance and any action being taken by the school to target the children.</p>

	<p>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.</p> <p>The gap between the attendance of PP and non PP children went from 1.16% in the Autumn term, 0.49% in the Spring term then 1.03% in the Summer term.</p> <p><i>Gap between PP and non PP attendance:</i></p> <table border="1" data-bbox="712 371 2085 536"> <thead> <tr> <th></th> <th>2015 – 2016</th> <th>2016 - 2017</th> <th>2017 - 2018</th> <th>2018 - 2019</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>2.62%</td> <td>1.67% ↓</td> <td>1.65% ↓</td> <td>1.61% ↓</td> </tr> <tr> <td>Spring</td> <td>0.98%</td> <td>1.97% ↑</td> <td>1.81% ↓</td> <td>0.49% ↓</td> </tr> <tr> <td>Summer</td> <td>2.9%</td> <td>1.7% ↓</td> <td>2.09% ↑</td> <td>1.03% ↓</td> </tr> </tbody> </table> <p>Supervision was arranged for the Learning and Behaviour Mentor. This has enabled her to discuss cases and think about best practice as well as reflect on cases of concern and plan the next steps in supporting the child or family.</p>		2015 – 2016	2016 - 2017	2017 - 2018	2018 - 2019	Autumn	2.62%	1.67% ↓	1.65% ↓	1.61% ↓	Spring	0.98%	1.97% ↑	1.81% ↓	0.49% ↓	Summer	2.9%	1.7% ↓	2.09% ↑	1.03% ↓
	2015 – 2016	2016 - 2017	2017 - 2018	2018 - 2019																	
Autumn	2.62%	1.67% ↓	1.65% ↓	1.61% ↓																	
Spring	0.98%	1.97% ↑	1.81% ↓	0.49% ↓																	
Summer	2.9%	1.7% ↓	2.09% ↑	1.03% ↓																	
<p>Thrive Approach training and Thrive Online</p>	<p>All staff attended a Thrive INSET day in September 2018. This gave staff a greater understanding of what underpins Thrive, childhood trauma, attachment theory, child development theory, relational skills, neuroscience and how they can impact on emotional and social development as well as a child’s ability to be ready to learn.</p> <p>The training introduced staff to Thrive Online, the tool used to assess and monitor children’s emotional development. It also provides suggested activities and strategies for meeting all children’s social and emotional needs.</p> <p>Three members of staff have been trained as Licenced Thrive Practitioners. This enables them to deliver 1:1 or small group Thrive sessions with children based on their areas of need. Each member of staff was required to have 3 profile children to pass the training assessments. In total, 18 PP children took part in Thrive sessions during the first training year on a 1:1 or small group basis. Of those children 16 showed improvements in their social and emotional development.</p>																				
<p>Breakfast Club for invited children</p>	<p>A total of 12 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.</p> <p>The club ensured that all children are able to start the school day with a meal.</p>																				
<p>Contribution for children to attend after-school clubs</p>	<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 clubs, giving priority to PP children.</p>																				

	This enabled all children to have equal opportunities to access learning outside of school hours.
Building of a Sensory Room (The Bubble Room)	The Bubble Room is a welcome addition to 'The Hub' area. This room is used for children when they are finding things a little tricky and need time to regulate their emotions, time to relax, for sensory time, etc. The feedback from children and adults has been extremely positive and the room is in constant use throughout the school day.
Miscellaneous	School used PP funding to access full diagnostic assessments for 3 children. This was to identify areas of need and get specific recommendations in order to effectively support their learning. The assessments were used as evidence when applying for EHCP's. Of the three, two have EHCP's at draft stage and one is currently being assessed by the Educational Psychologist.

September 2019