



**PUPIL PREMIUM STATEMENT
AND SPENDING OVERVIEW
2019 - 2020**

PUPIL PREMIUM STATEMENT 2019 - 2020

Introduced in April 2011, the pupil premium funding is allocated to children who are looked after or who have previously been looked after by the local authority and those who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM). The purpose of the funding is to help schools to close the gap between the progress of children from disadvantaged families and their peers.

It is for schools to decide how the pupil premium funding allocated to their school is spent. Schools are accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment. School performance tables now include a 'diminishing the difference' measure showing how disadvantaged children perform in each school.

At Georgian Gardens, the Pupil Premium allocation for our school for 2019-20 is approximately £130 980 for 97 pupils (24%). 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
- 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.
- 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 2019 – 2020' 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 here 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 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

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.

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.	<p>To provide staff training in the area of Quality First Teaching and adapt practice to reflect changes in methods and resources in school.</p> <p>To provide opportunities for year group teams to work together to plan for QFT opportunities.</p> <p>To increase pupil progress attainment and progress in reading, writing and maths.</p> <p>To close the gap between the attainment of PP children v non-PP children.</p> <p>To ensure Pupil Progress Meetings have dedicated time to discuss the attainment and progress of PP children.</p>	£4 000
<p>Precision Teaching training for all Teaching Assistants</p> <p>Effective Teaching Assistant-Pupil Interaction: Promoting Resilient and Confident Learners provided by WSCC Educational Psychology Team</p> <p>Weekly 1:1 or small group mentoring sessions for all PP children</p>	<p>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.</p> <p>To ensure PP children have clear guidance on developing skills and closing gaps in learning.</p> <p>To identify personalised targets for all PP children to support their progress.</p> <p>To develop the child's confidence and resilience and to promote growth mind-set (£400 from PP for training and rest from staffing budget)</p>	<p>£400</p> <p>£400</p>
A range of interventions (costings split between SEND and PP funding)	<p>Year R Pupil Premium Mentoring</p> <p>IDL English and maths intervention</p> <p>1stclass@writing intervention</p> <p>Motor skills group</p> <p>Upper Keystage 2 maths intervention</p> <p>Key 1 maths intervention</p> <p>Lego therapy</p> <p>Upper Keystage 2 Literacy intervention</p> <p>Year 1 and 2 support for phonics</p> <p>Learning and Behaviour Mentor</p> <p>Narrative Therapy</p> <p>Zones of Regulation</p> <p>Thrive</p> <p>Journal Club</p> <p>Reading intervention</p> <p>Year 1&2 phonics group</p>	<p>£12 408</p> <p>£698 IDL Subscription</p>
Pupil Enrichment Opportunities	<p>To enable gifted and talented children to attend enrichment opportunities provided by WSCC and other outside providers.</p> <p>To allow access to extra activities and curriculum enrichment to give improved confidence and self-esteem.</p>	£1 000
Investment in iPads - TBC	<p>To enable PP children to have access to apps used to support teaching and learning.</p> <p>Increased technology for those that may not have access at home.</p>	£10 000

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.	<p>To further develop the practice of the Thrive approach throughout the school.</p> <p>10 Days over a year which will train three staff to learn more about:</p> <ul style="list-style-type: none"> • looking at the underpinning theory of brain development and neuroscience • Knowing the Six Developmental Strands of emotional and social development • VRFs (Vital Relational Functions) • Attachment Theory • The role of the arts, play and creativity in supporting social and emotional development • How fear, anger, loss, change, separation, bereavement and joy can interrupt learning • Thrive-Online and mentoring throughout the course. 	£3 394
THRIVE resources	To ensure the Thrive practitioners have the resources required to facilitate Thrive sessions with the children.	£500
THRIVE Ongoing 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.	£450
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
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 Supervision for Learning and Behaviour Mentor	<p>To enable children to express their emotions and increase their feelings of self-esteem.</p> <p>To empower children to feel confident and happy and be able to respond in an appropriate way.</p> <p>To improve sibling relationships and the impact these have on the family as a whole.</p> <p>To support the Learning and Behaviour Mentor to reflect on practice and support personal wellbeing.</p>	£4 235
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.	£1 000
Anxiety and Mental Health training for staff provided by WSCC Educational Psychology Team	<p>To develop strategies in order to support our children and their levels of anxiety in school.</p> <p>To be more aware of the signs of anxiety in children.</p> <p><i>(2x 1 hour for support staff and 2 x 1 hour for teaching staff)</i></p>	£800

<p>Family Support Manager</p> <p>Learning and Behaviour Mentor</p> <p>Teaching Assistant</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. 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.</p>	<p>£57 600</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</p>	<p>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 Teaching 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</p>
<p>4</p>	<p>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>£2 000</p>

5	PP children have lower attendance rates when compared to non-PP children.	
Release time for AHT Inclusion and Family Support Manager	<p>To ensure the implementation of this overview as well as section 3 of the School Development Plan.</p> <p>To develop the use of 'Nudge Theory' in supporting an improved attendance of PP children.</p> <p>To reduce the levels of persistent absenteeism for PP children.</p> <p>Family Support Manager to build relationships with families with children who are persistently absent.</p>	Included in Section 2
6	Other areas where PP funding is used	
Uniform	<p>To ensure all children feel part of the community</p> <p>To provide opportunities to buy more affordable uniform</p>	£2 000
Contributions to school trips and residential	<p>To raise self-esteem and confidence, increase opportunities and life experiences. Participation is an important part of learning</p> <p>A possible £5225 for residential and £3275 for other trips</p>	£8 500
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.	
Safeguard our School	<p>To ensure quick, secure & role-based access from any computer or mobile device.</p> <p>To hold a detailed chronology of safeguarding concerns logged.</p> <p>To ensure compliance with all current legislation, standards & guidance and provide clear, auditable safeguarding evidence.</p>	£350
Specific funds to be allocated during the year	<p>To allow for specific additional needs on a case-by-case basis</p> <p>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</p>	£14 330
Total Spend		£130 580