

Pupil Premium Strategy 2019-2020

Pupil premium strategy statement

What is the Pupil Premium?

The Pupil Premium is additional funding for Reception children through to aged 16 that is allocated to schools and academies to help support socially disadvantaged pupils. Its purpose is to close the attainment gap between them and their peers.

All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a supportive environment. As with every child in our care, a child who is considered to be socially disadvantaged is valued, respected and entitled to develop his/her full potential, irrespective of need.

The school has high numbers of pupils (35.6 %) whilst monies are directed towards distinct interventions and work a significant amount of pupil premium is targeted at quality first teaching.

Background

The Pupil Premium targets extra funding for those from deprived backgrounds. Research shows these pupils underachieve compared to their peers. The premium is provided in order to support these more vulnerable groups of pupils to reach their potential.

The Government have used pupils entitled to Free School Meals (FSM), children of service personnel and Children Looked After (CLA) as an indicator for deprivation and have provided an additional fixed amount of money to schools per pupil to further support their education.

The Government have not dictated to schools how to spend this money, but are clear that schools need to employ strategies that they know will support these pupils to increase their attainment and narrow the gap.

Responsibilities

We maintain an on-going programme of support and monitoring for pupil with Pupil Premium support. This programme will be subject to oversight from the Local Governing Body via the Pupil Premium Lead.

All staff have a responsibility in providing the best possible provision for pupils; in doing so they have a responsibility to monitor progress and adapt planning and teaching to ensure these pupils/students maximise their progress. It should be noted that there is no substitute for quality classroom teaching. The Sutton Trust research, and other research, clearly indicated the importance of in class provision and support. This research would indicate that disadvantaged pupils benefit greatly from the highest standards of teaching: equally they are disproportionately affected by poor quality teaching.

Reporting

It will be the responsibility of the designated member of the Wider Leadership Team (Komilla Datta) to produce a report to senior staff and to Governors which includes:

- An outline of the provision in place to support pupil premium pupils/students
- The progress of pupils/students supported by pupil premium funding
- An evaluation of the programme including the impact of initiatives and personnel

- A plan for the academic year that links funding to interventions
The Local Governing Body will ensure that the web site includes reference to pupil premium spending and outcomes.

Barriers to Learning

We have identified a number of barriers to learning which need to be overcome in order for all children and pupils to make progress and succeed.

Since pupil premium funds became available the school has strategically targeted our pupils for enhanced intervention and resources in order to overcome key barriers in:

- Speech and language development
- Emotional and behavioural development
- Low prior attainment on entry to reception
- Maths
- Reading (including phonics)
- Attendance and punctuality
- Parental engagement
- Special Educational Needs (SEN) – a high proportion of pupil premium children are also identified as SEN

In addition to intervening academically we continue to provide therapeutic support where necessary as many of our children who receive pupil premium funding can be subject to experiences that are traumatic and destabilising. This includes support through Thrive.

Educational Research and rationale for strategies

Research conducted by the Educational Endowment Foundation and Sutton Trust indicates the average impact (in months) on academic progress of effective practice. The school is conscious of this practice based research and takes notice of it when identifying appropriate and cost effective actions.

Key areas for the school and which resource is allocated include:

Strategy	Cost	Impact
Behaviour interventions	Midrange cost	4 months
Collaborative learning	Low cost	5 months
Early Years Intervention	High cost	6 months
Quality feedback by teachers	Low cost	8 months
Understanding how to learn	Low to mid cost	9 months
1 to 1 tuition	High cost	5 months
Speech & Language intervention	Low to mid cost	5 months
Outdoor learning	Mid cost	3 months
Phonics	Low cost	5 months
Small group tuition	Mid cost	4 months
Reading comprehension strategies	Low cost	5 months

An outline of the provision in place for disadvantaged pupils 2019/20

Leadership

1. The Leadership team has a responsibility for tracking PP interventions and in ensuring all senior staff are fully aware of school wide actions and strategies for supporting PP pupils. For SEND pupils this is done through Edukey.
2. The Local Governing Body has identified a PP Lead and Link Governor to link directly with senior staff in relation to PP funding, interventions and impact.
3. All middle leaders are made aware of their responsibilities to track, monitor and support PP pupils.
4. All Teachers are required to use our information management systems to track the progress of PP children and to ensure that they plan lessons to support these pupils.

Behaviour and inclusion

1. Pupils with poor attendance and punctuality will be supported by the phase leads and heads of school. This will be tracked and monitored through SOL Attendance.
2. The staff, including the Learning Mentor, will support vulnerable learners and their parents.
3. Purposeful Play/OPAL to continue (See individual action plans).
4. Phase Leads will track and analyse behaviour data on SIMs.

Speech and Language (S & L) support

1. S & L therapy support 1.5 days per week. S & L therapist to provide support to teachers and support staff, that continue work with individuals and groups.
2. Use of the Speechlink program in EYFS to identify gaps for individual pupils.
3. Small group speech and language programmes led by SENCOs and Teaching Assistants.
4. Additional phonics support and training in place for Reception and Year 1. All staff across all age ranges will be trained in Read, Write, Inc.
5. Oracy strategies implemented across the school (see our school priorities) through Voice 21. A strategic lead has devised a programme to embed strategies over 3 years.
6. Sound training in Year 5 and 6 for further phonics support.

Therapeutic support

1. Thrive, Play Therapy, Drawing Therapies and the Nurture Group
2. Mindfulness and PSHE scheme Jigsaw
3. Unique Voice support through PPA
4. Assemblies
5. Parental support and engagement activity through Community Partnership and other approaches (e.g. coffee mornings and FFA)
6. Ebenezer Church Mentors
7. Primary Mental Health Therapist supporting schools in issues surrounding mental health
8. Mental Health Lead in school

Academic Interventions

1. Deployment of staff to provide 1-1 additional support and small group work to support core subjects particularly reading, writing and maths
2. Additional support provided such as a rapid Literacy catch up programme for early years
3. 2 x Reading Recovery teachers
4. Reading Wise
5. Accelerated Reader
6. Times table Rockstars
7. Mathletics
8. Teaching assistants supporting key interventions across the school
9. Brilliant Club Tutor More able year 5/6
10. PiXL interventions, including greater depth

Evaluating Impact

- Pupil Voice
- Data
- Children engaging in Purposeful Play
- Attendance
- Learning Reviews show teachers planning for all learners, including progress in books

Pupil Premium Funding and Expenditure 2019-20

In the academic year 2019-20 the value of the Pupil Premium for primary pupils is £1320.
The total Pupil Premium funds for academic year 2019-20: £ 353,760

Date of next Pupil Premium Strategy – July 2020