

# **Pupil Premium Policy & Monitoring Report**



## **Proposed expenditure 2019-20**

**Closing the Gap Lead: Debbie Harrison**

## Number of pupils and pupil premium (PP) funding (Jan 2019 census)

Total number on roll	417
Total number of pupils eligible for PP <ul style="list-style-type: none"> <li>• PP and Ever 6</li> <li>• LAC</li> <li>• Post LAC</li> </ul>	167 2 4
Amount of PP received per pupil <ul style="list-style-type: none"> <li>• PP and Ever 6</li> <li>• LAC</li> <li>• Post LAC</li> </ul>	£1,320 £2,300 £2,300
Allocated PP	£234,240

## Percentage of pupils eligible for PP in each year group

Reception	36%
Year 1	42%
Year 2	38%
Year 3	37%
Year 4	38%
Year 5	38%
Year 6	51%

School leaders carefully monitor PP children as a vulnerable group and direct appropriate provision. Each child receiving PP funding has an individual pen portrait which is updated termly. The pen portrait tracks attainment, attendance and any support they have received either for academic or social/emotional/behavioural needs.

Provision is reviewed termly and at the end of every academic year to ensure the funding has a positive impact, and the most cost effective strategies are in place. This report monitors the amount of children accessing additional provision through PP spend and analyses the impact. The possible barriers to learning faced by our PP pupils are as follows:

- Attendance rates for PP are 96.1% which meets the school target for all children. This needs to be maintained as previously low attendance had reduced their school hours causing them to fall behind on average
- High mobility of pupils in and out of school, as well as a large percentage of children having English as a new or additional language (91%), impacts on consistency in attainment
- Mental health issues. This results in poor concentration and behavioural issues
- Limited range of vocabulary and oracy skills together have a negative impact on speech, language and communication
- Challenging family circumstances, high levels of deprivation and a diverse range of family needs
- lack of experiences which can have a detrimental effect on academic progress
- Limited understanding of healthy routines (including a nutritious diet) leads to poor health and wellbeing
- Difficulty in completing homework due to a lack of support, resources or parents knowledge in literacy and numeracy

We therefore break down the PP spending into three categories:

- Curriculum and Professional Learning
- Social and Emotional Support
- Enrichment Activities

### Current Attainment – End of Key Stage 2

	KS2 2017			KS2 2018			KS2 2019		
	PP (School)	non PP (school)	National (all)	PP (School)	non PP (school)	National (all)	PP (School)	non PP (school)	National (all)
% achieving R,W,M combined	46%	63%	61%	50%	58%	64%	42%	59%	65%
% achieved standard in reading	55%	73%	71%	50%	58%	75%	67%	71%	73%
% achieved standard in writing	50%	73%	76%	57%	83%	78%	42%	59%	79%
% achieved standard in maths	59%	53%	75%	70%	54%	76%	73%	71%	79%

The results from 2019 show that attainment gap within school is narrowing between PP and non PP pupils from individual assessment results in reading and writing but a large gap remains with combined results. There is a significant difference between PP and non PP children in writing and this has effected the combined result in both groups. Writing is a whole school priority for 2019 -20 but for PP children, they need to make accelerated progress in writing to bring them in line with their peers within school and also to narrow the attainment gap with national in all three subjects.

**Please note: It has not been possible to do a full review due to school closure during lockdown and data is not available.**

Nature of support and spending for 2019-20		
Curriculum and Professional Learning		
Input (resource and cost)	Desired Outcome	Impact/Evaluation
<p>Ensure that children can access a curriculum that is specifically tailored to allow access for all</p> <ul style="list-style-type: none"> <li>• Wide range of high quality CPD</li> <li>• Release time for leading teachers</li> <li>• Employment of data technician and TLR for Closing the Gap lead (use of school's tracking system to identify vulnerable children's progress)</li> <li>• Termly pupil progress meetings with teachers, closing the gap leader and DHT/HT to monitor attainment and progress</li> <li>• Employment of one extra teacher to have a Y4,5,6 nurture hub</li> <li>• Employment of additional teaching assistants in the hubs</li> <li>• Smaller class sizes in Years 2,3,4,5</li> <li>• Year 6 to have three classes as well as children with specific needs able to access the Y4,5,6 nurture hub</li> </ul> <p>cost £ 129,090</p>	<p>PP to narrow the attainment gap between them and national in maths and writing.</p> <p>All PP can access a curriculum that meets their needs and allows for accelerated progress.</p> <p>Leaders at all levels are able to hold themselves and their teams to account for performance of PP children as a discrete group.</p> <p>Individual PP children identified and targeted for support in their learning or additional needs.</p>	<p>No statutory data available for 2019-20 due to Coronavirus lockdown.</p> <p>Pupil progress meetings were held during the autumn term and the beginning of the spring term to identify the needs of individuals, and they were targeted in class.</p> <p>Pupil Premium Pen Portraits were updated at the end of Autumn term to identify any learning or additional needs.</p>
<p>Provide memorable life experiences and enriching the curriculum through visits and visitors that are linked to the topic (at least 1 per term)</p> <p>Year 5 – Carlton residential Year 6 – Camping residential</p> <p>cost £12,000</p>	<p>Children have a range of enriching 1<sup>st</sup> hand experiences to support their learning and language development. Writing standards to increase in an attempt to narrow the gap between PP and non PP, and PP and national.</p>	<p>Trips took place during the autumn term and early in the spring term to provide memorable experiences.</p> <p>Although evidence in books show that the trips had an impact, no data is available.</p>
<p>Increase opportunities for language and oracy: Showcase events for parents or other children where children can share their knowledge and learning</p>	<p>PP children are confident when articulating knowledge to an audience. They have a wider range of vocabulary and have an increase in self-esteem.</p>	<p>Parent events were held during the autumn and spring term.</p>

## Nature of support and spending for 2019-20

### Social and Emotional Support

Input (resource and cost)	Desired Outcome	Impact/Evaluation																																																																																										
<p>Maintaining/improving attendance</p> <p>EWO PSA Attendance and data clerks Rewards and incentives Pupil Premium Pen portraits</p> <table border="1"> <thead> <tr> <th colspan="2">Number of PP children with less than 90% attendance 2018-2019</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>1</td></tr> <tr><td>Year 2</td><td>1</td></tr> <tr><td>Year 3</td><td>0</td></tr> <tr><td>Year 4</td><td>3</td></tr> <tr><td>Year 5</td><td>5</td></tr> <tr><td>Year 6</td><td>1</td></tr> </tbody> </table> <p>cost £36,000</p>	Number of PP children with less than 90% attendance 2018-2019		Year 1	1	Year 2	1	Year 3	0	Year 4	3	Year 5	5	Year 6	1	<p>Attendance of PP pupils is at least in line with national – 96%</p> <p>Reduction in the number of PP with less than 90% attendance, especially in Years 5 and 6.</p>	<p>Evidence not available due to school closure</p> <table border="1"> <thead> <tr> <th colspan="2">Number of PP children with less than 90% attendance 2019-20</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td></td></tr> <tr><td>Year 2</td><td></td></tr> <tr><td>Year 3</td><td></td></tr> <tr><td>Year 4</td><td></td></tr> <tr><td>Year 5</td><td></td></tr> <tr><td>Year 6</td><td></td></tr> </tbody> </table>	Number of PP children with less than 90% attendance 2019-20		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6																																																															
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<p>Supporting families with difficult circumstances, challenging situations and helping them to support their children.</p>	<p>PP children regularly accessing a free nutritious breakfast so they have the energy to concentrate in lessons.</p>	<p>Breakfast club took place every morning whilst school was open. During the lockdown, all pupil premium children were provided</p>																																																																																										

<p>Breakfast club (free of charge) PSA ICT technician TLR parent support lead</p> <p>cost £19,000</p>	<p>PP families engaging with parent workshops and drop-ins to support them in helping children with homework and to keep them safe online.</p> <p>Increase in PP children completing homework on a regular basis and able to consolidate learning.</p>	<p>with packed lunches until the voucher scheme began.</p> <p>During lockdown, children were provided with daily learning activities via ClassDojo.</p>
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Nature of support and spending for 2019-20		
Enrichment Activities		
Input (resource and cost)	Desired Outcome	Impact/Evaluation
<p>To raise awareness of health and fitness through:</p> <p>extended school activities TLR – lead and monitor extended school activities UPS teacher to lead healthy food initiatives monitoring packed lunches staff liaising with PSA regarding lunchtime choices</p> <p>cost £3,000</p>	<p>Increased attendance of PP children at after-school clubs.</p> <p>Children take ownership of leading a healthy lifestyle.</p>	<p>No evidence available due to school closure.</p>