



2019 – 20

This report outlines how our school is planning to spend the Pupil Premium allocation in 2019 – 2020. It also outlines our key principles and reasons for spending the Pupil premium in the way that we do.

### Our Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

School are free to spend the Pupil Premium as they see fit. Our approach and vision for our pupils is to provide these children with access to a variety of enriching experiences as well as focusing upon academic endeavours. It may also be appropriate to provide support to nurture their well-being so that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Pupil Premium' are based on the findings of high quality research and publications e.g. The Sutton Trust, as well as OFSTED's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding. We are also aware of the unique features of our local environment and how the socio-economic factors can influence child competencies.

#### **We believe that:**

- ❖ All children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- ❖ Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- ❖ Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- ❖ Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- ❖ Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- ❖ Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, to benefit the wide variety of interests and needs of our children
- ❖ Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- ❖ Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

### Our Targeted Areas

**In order to continue to support pupils in receipt of PPG to raise attainment and diminish differences we aim to:**

- ❖ Accelerate progress and attainment in English (reading) and mathematics. Focus on closing any gaps in attainment and progress between those children in receipt of pupil premium funding and those who do not in school; and in comparison to Non-PP chn nationally.
- ❖ To improve self- esteem, confidence and behaviour in individual pupils, thereby improving participation in school life.

- ❖ Improve support and partnerships to facilitate better learning
- ❖ Enrich the lives of all children but with a focus on new experiences and opportunities
- ❖ Expand resources to support children's access to the learning opportunities
- ❖ Increase provision for Pupil Premium pupils and their parents beyond the school

### Our Pupil Premium Funding 2019 / 20

Total number of pupils on roll All Saints' CE Junior School	227
Total number of pupils eligible for PPG (as at Census January 2019)	44
Amount of PPG received per pupil	£1320 £300 - service
Total amount of PPG received	£58,380*

Variance in funds for Children who are Looked after and service personnel with children in State Schools. \*

### Barriers to Learning

- ❖ Below average attainment on entry in English and Maths
- ❖ Attendance below the school average
- ❖ Limited access to the Internet – affecting access to the Virtual Learning Environment
- ❖ Parental engagement with homework
- ❖ Access to extra-curricular activities to promote all aspects of development
- ❖ Access to appropriate resources and equipment

### Nature of Planned Support 2019/20

#### Record of planned Pupil Premium Grant Spending by item/project

Item/ Object/ Action	Objectives	Cost	Expected outcomes
			It is expected that all projects will have an impact on raising the level of attainment and progress.
<b>Sustain current staffing levels:</b> - Sustain levels of TA support within classrooms -TA per year group to deliver interventions during afternoons @ £5246 per yr gp (2 hrs /	Increase provision, expand resources and enrich the lives of Pupil Premium pupils.  Improve support and partnerships to facilitate better learning  Accelerate progress	£20,984	- staff develop excellent understanding of barriers for PP PUPILS and ensure that highly effective intervention programmes are delivered to raise progress and attainment - Raise levels of attainment and progress for PP Pupils. - SEND/PP receive appropriate support

day)	and attainment in English (reading and spelling) and mathematics		
<p>Provide responsive support for SEMH (Social, Emotional and Mental Health) via school Learning Mentor, full-time position.</p> <p>- Weekly support from the school Counsellor to address emotional wellbeing</p> <p>Implement GL Assessment's PASS (Pupil Attitudes to self and school)</p>	<p>Learning Mentor to support children's ability to access curriculum by addressing SEMH needs. Her role is expanded by access a range of CPD opportunities</p> <p>Expand resources to support children's access to the learning opportunities</p> <p>To identify any chn who may require further SEMH support.</p>	<p><b>£24, 525 (Salary for HLTA, LM)</b></p> <p><b>£350 CPD/release time</b></p> <p><b>£200 (resources)</b></p> <p><b>£1500</b></p> <p><b>£515 p.a.</b></p>	<p>- Increased confidence and self-esteem for PP PUPILS - Raise levels of attainment and progress for PP Pupils.</p>
<p>Improve partnerships between home / school:</p> <p>- Employ the service of a Parent Support Advisor</p> <p>- Identify families in need of Early Support - Target resources</p> <p>- Learning Mentor to have a key role in developing home-school partnership</p>	<p>Improve support and partnerships to facilitate better learning</p>	<p><b>£1600 – PSA</b></p> <p><b>£2000 – time for staff to lead and take part in EH cases.</b></p>	<p>- Remove barriers to learning in the home environment - PSA attends meeting / offers support to families</p>
<p>Provide intervention strategies:</p> <p>- Identify PP pupils at risk of not securing good progress</p> <p>- Provide small group sessions to accelerate learning at their level</p> <p>Success@Arithmetic used in Year 6</p> <p>Inference training in Y5 &amp; 6. Specialised intervention: Cost of</p>	<p>Accelerate progress and attainment in English (reading and spelling) and mathematics in Year 6</p> <p>Success@Arithmetic requires a Lead TA and a Lead teacher to assess, deliver and review the programme:</p>	<p><b>£5246 – Lead TA</b></p> <p><b>£1500 – release time for S@A lead teacher</b></p> <p><b>£5246 – Lead</b></p>	<p>A clear and updated intervention timetable distributed to all teaching and intervention staff - Monitoring of intervention sessions recorded and filed - Changes to interventions and spending made where appropriate</p>

Lead TA to implement Inference training intervention (pm, 2 hrs per day)		<b>TA</b>	
Embed the use of Accelerated Reader across school	Accelerate progress, attainment and engagement of Reading	<b>£1500</b>	PP children more actively engaged in reading for enjoyment; reports from Accelerated Reader analyse and demonstrate progress
Support individual pupils purchase of uniforms and other essential school equipment:	Improve support and partnerships to facilitate better learning	<b>£150</b>	- Raise self- esteem of pupils leading to increased 'positivity' and raised engagement and progress
Increase the opportunity and attendance to extra-curricular activities for PP PUPILS, removing barriers': - Increase number of clubs and activities across school - Increase advertising for these	Enrich the lives of all children but with a focus on new experiences and opportunities	<b>£750</b>	PP PUPILS attend clubs and activities in increased numbers and experience raised self-esteem and levels of fitness
Fund school trips for PP PUPILS: - Partial funding for PP children (Robinwood residential trip in Y6 and educational visits for all other year groups) - Advertise to parents	Enrich the lives of all children but with a focus on new experiences and opportunities	<b>£750</b>	Increased levels of interest, raised confidence and self-esteem. - Encourage claiming of FSM
System to track, monitor and address Pupil Premium attendance and lateness - Call all pupil premium pupils who are not in school - Check reasons for absence - Remind parents of current absence figures in relation to expected level - Challenge poor attendance with ACE officers	Improve support and partnerships to facilitate better learning Admin & ACE Team	<b>Part of admin roles and responsibilities</b>	- Pupils will attend school more regularly which will impact on their academic achievements positively - Parents will recognise the importance of regular attendance at school - Pupil Premium attendance rates will improve
<b>NB: Whilst many of our focused short term initiatives have shown good success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. we will show significant success over time and across many aspects of the child's life.</b>			

## Measuring the impact of PPG spending

The school will rigorously evaluate the impact on each pupil at the end of each half term. Class teachers will be required to discuss Pupil Premium children and their progress in all half-termly progress meetings. Intervention reports will be generated; interventions will be adjusted as required.

Where appropriate, there will also be a focus on measuring progress in social development, using the SEAL progress indicators for Personal, Social, Emotional and Behavioural Measures. This will assist in evaluating participation and attitude towards learning, increasing independence in learning and will also be judged against attendance figures.

The ultimate aim is for there to be no gap in the progress made by children in receipt of FSM / PP funding and those that don't.

## Impact Statement – Educational Progress and Attainment

End of Key Stage 2 outcomes 2019:      Percentage of Children Achieving:

		All Year 6 (53 chn)	National (all chn)	Pupil Premium (11 chn*)	Average scaled score All chn	National average scaled score	Average scaled score PP
Age Related Expectations	Reading	83%	73%	64%	106	104	102
	Writing	36%	78%	75%	N.A.	N.A.	N.A.
	GPAS	45%	78%	89%	105	106	105
	Maths	81%	79%	55%	106	105	101