

Pupil Premium funding strategy 2019/20

Overview

Pupil Premium funding is additional money delegated to schools, matched to the number of pupils who are receiving free school meals (FSM), have received free school meals in one or more of the previous 6 years (Ever 6), are a child looked after, or are a child from a service personnel. It was introduced in April 2011. It is specifically used to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individuals within their responsibility. (DfE website)

At High Wych our provision is aimed at improving the progress and attainment of all pupils so groups are similar. For those children who start school with low attainment they should make accelerated progress in order to reach expected standards or above as they move through the school.

High Wych has a relatively low percentage of pupils eligible for Pupil premium and has succeeded in improving the progress and attainment of those eligible pupils. All staff are aware of the importance of focusing on these pupils and this has led to a systematic approach to identifying need based on data analysis. The progress of PP pupils is analysed in detail.

The limited Pupil Premium grant the school receives is spent in a highly focused and targeted way. Lower levels of funding can create challenges chiefly through economies of scale but we ensure all children are supported well and calculate carefully how the money is spent. Individual children's provision is recorded in a class provision map which is scrutinised each term.

We take into account the following factors when deciding how to spend PPG

1. High Quality teaching and learning

- Research findings as identified by the EEF (Education Endowment Foundation)
- Actions linked to the priorities from the School Priority Plan
- Provide additional support through an Easter booster school for Year 6 pupils.
- Use of Part time Year 6 teacher to extend more able writers and mathematicians
- Intervention is directed where it is necessary with all pupils benefiting from the focus on high quality whole class teaching, meeting the needs of all pupils including quality feedback and next steps marking, good quality resources and training.
- TAs are trained to support each child's requirements eg 'catch up', Sp&L, etc

2. Support to socio/economic difficulties

- Focus on punctuality and attendance of all children to increase life chances
- To provide support through protective behaviours and counselling
- Improving Parental/Carer and pupil engagement to support high aspirations with careful identification of the most suitable provision. To support parents at consultation meetings
- To identify those eligible early and support those siblings not eligible

3. Enrichment opportunities

- Ensure all PP children attend the educational trips provided to enhance their learning
- Ensure all children have the opportunity to participate in available clubs
- To ensure children have leadership opportunities eg play leaders and lunchtime helpers

Monitoring and Evaluation

We ensure the following:

- Robust systems used to identify pupil premium students
- Parents are encouraged to apply for support if they think they are eligible for FSM.
- Pupils contribute to termly meetings to review their child's needs
- Interventions are adapted or changed if they are not working
- A variety of data is used to track progress and attainment regularly
- A named governor and SLT maintain an overview of PP spending and its impact. They have an in-depth knowledge of the school community and the barriers to learning the children face.

2019/20- Pupil Premium- plans to spend for the current year

Total number of pupils on roll	231
Amount per PP	£1320
Total number of pupils eligible for PP Census Autumn 18	26
Additional PP pupils throughout year	
Total amount of PPG received	40,000
Governor PP strategy review	Sept 18

In 2019/20 Barriers for some children include....	
A	<ul style="list-style-type: none"> speech, language and communication difficulties which cause lower starting points that in turn slows reading, writing and maths in subsequent years additional SEND difficulties PPG pupils including those with High Ability make less progress preventing high achievement in KS2
B	<ul style="list-style-type: none"> lower punctuality and attendance rates which reduces their school hours and causes them to fall behind on average emotional difficulties preventing learning to occur
C	<ul style="list-style-type: none"> limited opportunities to visit additional places to extend educational outlook

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	<ul style="list-style-type: none"> Improve oral language skills for PP pupils in Reception and Nursery Further develop language skills for PP pupils in KS1 especially with SEND Higher rates of progress across KS2 for PP pupils including those who are higher attaining 	<ul style="list-style-type: none"> PP pupils in Nursery and Reception class make rapid progress so at ARE by end of year SEND PP pupils make good progress evidenced through small steps Accelerate PP pupils especially high attaining so they make as much progress or more as other non PP children
B	<ul style="list-style-type: none"> Increased attendance rates and punctuality for all PP pupils Emotional difficulties supported 	<ul style="list-style-type: none"> Reduce the number of absences so in line with other children which is above NA and decrease the number of times late Reduce emotional difficulties so that learning can occur and PP pupils make accelerated progress as measured by Teacher assessments and external tests
C	<ul style="list-style-type: none"> Ensure all PP pupils have the opportunities to attend educational visits trips and clubs 	<ul style="list-style-type: none"> PP pupils enrich their curriculum to support their learning and make expected progress as measured by Teacher assessments and external tests

Intended spend for 2019/20 of the PPG					
Desired outcome	Chosen approach	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review date?
A : High Quality Teaching and Learning					
<ul style="list-style-type: none"> Improve oral language skills for PP pupils in Reception and Nursery 	Trained L2 Speech and Language support - Wellcom programme and Eklan training (£8000)	EEF toolkit	Course selected using evidence of effectiveness Observations Timetable of support and follow programme	SENCO	End of each term
<ul style="list-style-type: none"> Further develop language skills for PP pupils in KS1 with SEND 	<ul style="list-style-type: none"> Catch up programme Toe by toe (£6000) 	EEF toolkit SEND pupils make small steps progress	Course selected using evidence of effectiveness Observations Timetable of support and follow programme	SENCO	End of each term
<ul style="list-style-type: none"> Higher rates of progress across KS2 for high attaining PP pupils 	<ul style="list-style-type: none"> TAs deliver small group intervention Year 6 teacher 1 morning a week One to one tuition by teacher Year 6 Easter school for SATs preparation (£16,000) 	Pupils reach expected in RWM	Course selected using evidence of effectiveness Observations	Maths and English Lead	End of each term
Total budgeted cost £30,000					
B : Social/ Emotional Issues addressed					
<ul style="list-style-type: none"> Increased attendance rates and punctuality for all PP pupils 	<ul style="list-style-type: none"> Meet and greet- early start Punctuality followed up First day absence response provision 	Can't learn if not in school or not punctual	Attendance and punctuality rates measured	Deputy	End of each week
<ul style="list-style-type: none"> Emotional difficulties supported 	<ul style="list-style-type: none"> Counselling and protective behaviours provision so can access learning 	Can't learn if can't see or emotion prevents access EEF toolkit	Observations Course selected using evidence of effectiveness Improved self worth and self esteem	SENCO	End of each half term
Total budgeted cost £5,000					
C: Enrichment opportunities increased (other approaches)					
<ul style="list-style-type: none"> Ensure all PP pupils have the opportunities to attend educational visits trips and clubs 	<ul style="list-style-type: none"> Ensure opportunities for all PP to attend Extra-curricular activities and trips 	Broaden outlook and improve curriculum knowledge	All PP children attend which increases attendance as well	Head	End of year

	<ul style="list-style-type: none"> Ensure all PP Yr 6 children attend week's residential 	and interests			
Total budgeted cost £5,000					
Total of all £40,000					

2018/19 - Pupil Premium Review

Total number of pupils on roll	233	233	233
Finance dates	Mar- Dec	Jan-Mar	Mar- Mar
Total number of pupils eligible for PP	23 (plus CLA and EY)	23	
Total amount of PPG received	£27720	£12333	£40053

Review of expenditure for 2018/19 of the PPG				
Desired outcome	Chosen approach	Estimated impact	Lessons learned	Cost
A : High Quality Teaching and Learning				
<ul style="list-style-type: none"> Improve oral language skills for PP pupils in Reception and Nursery 	Time for TA to screen and work with the children and NHS sp and Lang support well used.	Good- All children screened and identified those with Sp&L difficulties. Referred some to NHS and others on programme in school SC- Met	TA spent a lot of time in N and R before commencing screening so pupils familiar with adult. This worked well.	£7,000
<ul style="list-style-type: none"> Further develop language skills for PP pupils in KS1 with SEND 	Catch up programme Toe by toe introduced for Yr 1-3 children. Training of new TA on catch up.	Good- pupils show evidence of good progress and come off programme. SC- Met	Pupils enjoy the programme and can see their improvements	£7,000
<ul style="list-style-type: none"> Higher rates of progress across KS2 for high attaining PP pupils 	<ul style="list-style-type: none"> TAs deliver small group interventions Year 6 teacher 1 morning a week One to one tuition by teacher Year 6 Easter school for SATs preparation 	Easter school observed increased confidence leading into SATs for those who attended SC- Met PP pupils attained good progress with support of One to one and extra teacher SC-Met	Easter school well attended 1:1 supported children- One child missed EXP by 1 mark in maths but made good progress.	£15,000
B : Social/ Emotional Issues addressed				
<ul style="list-style-type: none"> Increased attendance rates 	<ul style="list-style-type: none"> Meet and greet when needed- early start worked 	Some observed improvement of attendance	Outside factors contribute highly	£4,000

and punctuality for all PP pupils	well- 8.20-8.30 arrival. Punctuality followed up quickly	depending upon external factors SC- mostly met	to success of this method	
• Emotional difficulties supported	• Counselling and protective behaviours provision so can access learning	Behaviour/counselling showed improved learning behaviour SM on Aspects referrals and how to support those children in need. SC- met	Continue with referral through SENCO to ensure emotional difficulties are supported.	£3000
C: Enrichment opportunities increased (other approaches)				
• Ensure all PP pupils have the opportunities to attend educational visits trips and clubs	• Opportunities for all PP to attend Extra-curricular activities and trips • Ensure all PP Yr 6 children attend week's residential	Observed excitement and increased knowledge for children to write about SC- met	Continue to support children to attend trips and clubs	£3000

End of KS1 results

2019	Reading	Writing	Maths
% at expected (4 pupils)	50%	50%	25%
Other pupils not PP in school (27 pupils)	89%	78%	93%

End of KS2 results

2019	Reading	Writing	Maths	GAPS	RWM
% at expected (5 PP pupils)	60%	40%	80%	80%	40%
Pupils not PP in school (25 pupils)	84%	92%	96%	92%	80%