



Pupil Premium 2019-2020

Pupil premium is additional funding received by schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Findings show that children who are eligible for pupil premium funding generally have lower educational attainment than their peers.

Pupil Premium funding (PPG) is available for any pupil who:

- currently, or at any point in the last six years, has been [eligible for free school meals \(FSM\)](#);
- were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). Known as post-LAC. currently, or at any point in the last six years, have had a parent who served in the armed forces.

The level of PPG for 2019-2020 is £1,320 per child from Reception to Year 6 and £2,300 per post-LAC. This money is spent to improve the educational attainment of these children, thus improving their life chances.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Accountability

The Headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

How has Bredbury Green's Pupil Premium Grant been spent and what impact is expected?

1.Summary Information	
Total number of pupils on roll	242 (Reception to Year 6) 27 (Nursery)
Total number of pupils eligible for Pupil Premium Grant	96
Total amount of Pupil Premium Grant received	£127,320
Total amount of pupils eligible for Early Year Pupil Premium	5
Total amount of Early Years Pupil Premium received	£1669.50 (£556.50 a term)

2. 2018-2019 Attainment Data		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving GLD	0%	71.8%
% Phonics Pass Y1	38%	82%
% Phonics Pass Y2	33%	
% KS1 Expected Standard + READING	53%	75%
% KS1 Expected Standard + WRITING	33%	69%
% KS1 Expected Standard + MATHS	67%	76%
% KS1 Expected Standard + RWM	33%	
% KS1 Expected Standard + RWM (Greater Depth)	0%	
% KS2 Expected Standard + READING	32%	73%

% KS2 Expected Standard + WRITING	55%	78%
% KS2 Expected Standard + MATHS	48%	79%
% KS2 Expected Standard + GPS	41%	78%
% KS2 Expected Standard + RWM	28%	
% KS2 Expected Standard + RWM (Greater Depth)	0%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional wellbeing which can hinder children's progress
B.	Academic progress due to starting points.
C.	Collaborative and communication skills, including confidence.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance : 94.4% 2018-2019 - 93.6%
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success Criteria	

A.	The gap between pupil premium performance and national performance in key indicators will have closed	Gap in attainment closed between national and pupil premium. Evidenced in whole school data as well as individual class data.
B.	Children's individual barriers to learning will be addressed and strategies to support this will be implemented. Strategies will come from external agencies, internal expertise and research.	Each child will have a one- page profile with clear barriers to learning. The profile will cross relate to how the pupil premium strategy is supporting these barriers to learning. Year Group vulnerability circles will be discussed with class teachers, Pastoral Manager and SENCO to what support is being offered to children on the SEN, Vulnerability and PP list.
		Assessment data will measure its impact
C.	Children will gain effective skills to support them to work effectively with others and deal with any challenge that they are faced with.	PSHE (Jigsaw scheme) to be delivered throughout school to develop these skills. Identified children needing additional sessions to be carried out as part of SEALS.

5.Planned Expenditure					
Academic Year		2019-2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i.Academic Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PPG children receive early screening and a resultant programme of support. Evidence to support EHCP to meet the children's individual needs	Educational Psychologist additional visits	A high % of the children on the waiting list for this service are Pupil Premium. The additional sessions will ensure that Pupil Premium Grant children are assessed much sooner than without this intervention, leading to earlier intervention and support being provided for these pupils	The Inclusion Lead to ensure the EPs recommendations are being implemented by teachers to support children's learning and attainment. Where necessary SEND and other complex issues are documented in EHCs and provision is made to support individuals	Class teachers to identify pupils AD to oversee and monitor	Reviewed throughout the year at planned reviews
To raise children's attainment in line with national age related expectations.	Provision of targeted academic interventions for reading, writing and maths KS2	Currently data shows gaps between school outcomes compared with national averages	End of key stage results, teacher assessments and regular pupil progress meetings	Class teachers and Teaching Assistants	Reviewed throughout the year at Standards Reviews with SLT

To enable the children to have quality SALT assessment and deliver a programme of intervention sessions. This will enable the children to make increased progress to be measured against their initial assessments	Speech and Language Therapy buy back (High % of PP children have SALT needs)	There is a high level of need. This has been identified at early years baseline and by CT when looking at vulnerable groups	When monitoring review takes place Inclusion Lead to discuss impact and progress with SALT	Class teachers to identify children AD to oversee and monitor	Monitoring visits by SALT
To provide interventions for pupil premium children across Key Stage 1. Phonics scores to increase and meet at least national expectations	Provision of a Teaching Assistant in Key Stage 1 to lead targeted interventions for phonics and reading	Currently data shows gaps between school outcomes compared with national averages	End of key stage results, teacher assessments and regular pupil progress meetings	Class Teachers to identify children English Curriculum Team to monitor impact data	Reviewed throughout the year at Standards Reviews
Increase attendance rates	Pastoral Manager employed to build up relationships with children, provide interventions, breakfast club for persistently late/absent pupils;	Attendance register for breakfast club. Currently persistent absence is increasing showing more children are arriving late to school or having more absences. This is impacting on children's learning, social skills and their emotional wellbeing	Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically. Children will also be offered breakfast to enable a smooth start to their school day	SG HM to review Class teachers/TAs	Review with attendance figures at the end of each half term

	monitor pupils and follow up quickly on absences. First day response provision				
				Total Budgeted cost	£40,125
ii. Targeted support in Social and Emotional Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium families will be provided with support from the Pastoral Manager as needs are identified. This support will be tailored specifically to them and can involve referrals to outside agencies or in-house support all working towards removing some barriers to learning, thereby raising standards. The work of the Pastoral Manager will also prevent	Provision of a Pastoral Manager to support vulnerable PPG children and their families	Historically families were reaching crisis and the role of pastoral manager to intervene and support families earlier to avoid escalation	Children check ins and planned interventions are assessed by 'southampton' (an emotional and well-being assessment of emotional literacy) to show progress and impact of work. Good relationships with children and families from conversations and support overtime will show impact	SG Susannah Sammons (Link Social Worker) HM to monitor	Appraisal Review

families from requiring TAC/CP procedures by signposting and offering support. The removal of these barriers will enable greater progress to be made					
All Pupil Premium children to receive toast/snack at break time	To provide a slice of toast/snack at morning break for all PP children	High % of children coming to school without breakfast, therefore leaving them in some cases unable to work and engage in lessons	Teachers and TAs observations of children's learning through having toast/snack at break time – improved focus and concentration in lessons	All staff on rota, children to help	Daily and review numbers of children accessing snacks
A high % of the Pupil Premium Grant children need support with their social and emotional skills, these interventions enable them to recognise and regulate their emotions and provides techniques to develop their social interactions. This will enable the children to form and develop	Teaching Assistant to lead with Social Skills, SEALS and SALT interventions across the school	All children throughout school exhibit high level of need with emotional, social and health issues.	Teaching assistant to feedback and gain groups through discussion with class teachers. Overall impact will be monitored by assessment and discussion at meetings.	SG PDHWB Curriculum Team to review and monitor	Reviewed after each intervention programme and progress measured

positive relationships within and outside of school.					
For children to access outdoor provision in a less formal but safe outdoor setting	To provide a Forest Lead for 2 afternoons a week	Children require first hand experiences of outdoor provision	Observations to be taken by forest lead to show impact and progress	GFS PDHWP Curriculum Team to review and monitor	Review observations at the end of a term
Children will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor	Provision of a Counsellor one morning a week (3 hours)	High number of children needing support for issues such as; separation, bereavement, anger management and emotional wellbeing	Impact on a short term, medium term and long term basis would be monitored by the counsellor, Pastoral Manager and staff working with children daily	SG AD to monitor	Reviewed after each child/group or on need
Children will gain some techniques to help deal with situations of high anxiety or mental health distress	Children's mental health week - yoga teacher to lead sessions with children	Children present with a high level of anxiety and mental health issues. We feel that sessions of yoga will positively impact on the children's ability to learn relaxation techniques	Planned sessions throughout school during children's mental health week. Pupil voice at the end of the week to assess impact	SG AD	Reviewed at the end of the week by PHDWP Curriculum Team
For the DSL to be contactable throughout the school day for concerns	Mobile phone to safeguard the member of staff and allow the ability to contact agencies when out of school	That the DSL need to be contactable at all times during the school day to deal with concerns and safeguarding issues as they arise	That all notes of concerns will be dealt with in a timely manner following school guidelines and professional support can be accessed quickly	DSLs	Ongoing

All PP children regularly receive a daily meal at lunch	Free school meals for PP children at KS2	National level, families meeting criteria	The system shows when children have not ordered lunch in a morning or taken it during the lunchtime period	All staff	Ongoing
				Total Budgeted Cost	£80,790
iii. Extra-curricular support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that no pupil is prevented from missing out on first hand, enrichment experiences which are linked to the curriculum or the Year 6 residential trip	Trip subsidy	Last year we had children that were so disadvantaged that families were unable to fund experiences and the year 6 residential trip. This impacted on the children as they weren't able to share or take part in the experience with friends, discovering skills and talents they didn't know they had	2 parents have been into school and agreed PPG to pay for year 6 residential £450. Amanda will keep a record showing which families have accessed this. More may come forward	HM SG to liaise with families	Summer Term 2020
A % of Pupil Premium children have an interest in music and a desire to play an instrument This will enable that enthusiasm to be followed and	To provide opportunity for an enriched curriculum through the payment of music lessons	PP children have expressed an interest in music and a desire to play an instrument. Lack of funds within household budgets meant school funded the lessons	Report to be requested from the music teacher to monitor progress and the impact of the lessons. 2 children are accessing this through PPG	Arts Curriculum Team to monitor take up of this	Termly report from the music teacher

provide them with access to an extra experience					
Giving PP children access to extracurricular sports club to enhance their physical health and well being.	Sports after school club	Giving PP children the opportunity to experience after school club with peers within their key stage. This will improve their physical development and impact on their health and wellbeing	All PP children were given letter and access to the club first, with most children signing up. Sports teacher to assess children's development and skills at the end of the block of lessons	PDHWB Curriculum Team to oversee and monitor	After each block of lessons – assessments to be made
				Total Budgeted Cost	£9,600
				Total Budget for PPG	£130,515

6. Review of expenditure			
Previous Academic Year		2018-2019	
Initiative	Cost	Expected Impact/intended outcome	Review
Provision of a Pastoral Manager to support vulnerable PPG children and their families	Pastoral Manager salary £28,532	Pupil Premium families will be provided with support from the Pastoral Manager as needs are identified. This support will be tailored to specifically to them and can involve referrals to outside agencies or in-house support all working towards removing some barriers to learning, thereby raising standards. The work of the Pastoral Manager will also prevent families from requiring TAC/CP procedures by signposting and offering support. The removal of these barriers will enable greater progress to be made.	Pastoral Manager has a number of families on caseload. Working with family's ensured referral were made to best support the family. Regular 1:1 check ins are carried out with identified children.
Provision of a Teaching and Learning Lead (Autumn term)	£6000	To raise the standard of Quality First Teaching across the school, specifically for vulnerable Pupil Premium children.	Left January 2019 Impact not seen in pupil outcomes.
Provision of a Teaching Assistant in Key Stage 1 to lead targeted interventions for phonics and reading. (spring/summer terms)	£8779	To provide interventions for pupil premium children across Key Stage 1. Phonics scores to increase and meet at least national expectations.	One KS1 TA and she was concentrating mostly on Y2 maths and reading on the lead up to SATs. Impact not seen in Phonics outcomes.

Provision of a Teacher to lead the targeted academic interventions for reading, writing and maths for upper Key Stage 2. (Spring/Summer Term)	£26,191 (3 days per week)	More able learners are provided with the opportunity to reach greater depth using interventions focused on key areas of the curriculum and providing opportunities for investigation and application of skills. To address the barriers to learning faced by some children: specifically addressing identified misconceptions and providing opportunities to overlearn skills. To provide extra support to those children who need a boost to reach age related expectations.	A teacher started inventions for the last term in school. Progress not seen in pupil outcomes.
Provision of a HLTA to work with disadvantaged groups of children. (Spring/Summer Term)	£26,325	To address the barriers to learning faced by some children, specifically addressing misconceptions and providing opportunities to overlearn skills. To provide extra support to those children who need a boost to reach age related expectations.	Interventions for maths and English were delivered to pupil premium children in key stage 2.
Speech and Language Therapy buy back (% of PP children have SALT needs)	£1,102	To enable the children to have quality SALT assessment and deliver a programme of intervention sessions. This will enable the children to make increased progress to be measured against their initial assessments.	SALT have been into school and shown key TAs programme of work to deliver with children. This is monitored by SALT and reviewed on each visit
Educational Psychologist additional visits	£2,080	A high % of the children on the waiting list for this service are Pupil Premium. The additional sessions will ensure that Pupil Premium Grant children are assessed much sooner than without this intervention, leading to earlier intervention and support being provided for these pupils	Due to the SENCO leaving in July 2019, this cannot be review as number of children seen through additional visits can't be reviewed
Trip subsidy	£5000	To ensure that no pupil is prevented from missing out on first hand experiences which are linked to the curriculum or the Year 6 residential trip.	Children attended Y6 residential in Scotland

Teaching Assistant to lead lego therapy sessions (2 days)	£8,070.80	A high % of the Pupil Premium Grant children have low self-esteem, this therapy allows them to develop their skills in turn taking, resilience, decision making and expressive language within a structured programme	Children were identified due to behaviour, self-esteem and emotional and social need. Staff report they could see improves with some children around taking turns, sharing and listening skills
Teaching Assistant to lead with Social Skills, SEALS and SALT interventions across the school	£20,177	A high % of the Pupil Premium Grant children need support with their Social and emotional skills, these interventions enable them to recognise and regulate their emotions and provides techniques to develop their social interactions. This will enable the children to form and develop positive relationships within and outside of school	Social, SEALS and SALT were carried out by established staff in school during 2018/2019
Teaching Assistant to lead with Motor Skills United intervention across the school and implement the Occupational Therapy programmes across the school (3 days)	£12,106.20	A high % of the Pupil Premium Grant children need support with their Motor Skills or already have an Occupational Therapy programme. This would ensure that these were being delivered regularly and consistently to a high standard enabling the children to make rapid progress.	No evidence of impact was recorded Motor Skills was carried out by the Intervention TA
To provide opportunity for an enriched curriculum through the payment of music lessons.	£6000	A % of Pupil Premium children have an interest in music and a desire to play an instrument. This will enable that enthusiasm to be followed and provide them with access to a broad and balanced curriculum.	One child had music lessons funded for the full year Another child was funded for summer term

To provide a first-hand life skills enrichment programme.	£6000	A % of Pupil Premium children need to access a personalised curriculum to develop their life skills. This will enable them to become more independent with everyday skills and to be able to transfer learning from the classroom into first hand experiences	Life skills was carried out twice a week, every other week. The children accessed the farm, café, bus, bikes, jump heaven and baking. The children learnt a range of skills from how to order and pay in a café, how to look after animals and how to get on a bus and pay for a ticket.
To provide additional paid sessions in Nursery as appropriate for individual children.	£2067	To provide opportunity to further develop the social and language skills of these pupils.	Impact on outcomes not measured
To ensure that PP children receive milk at lunchtime.	£1300	All Pupil Premium children to receive milk at lunchtime	Reception children accessed milk in school at lunchtime
To provide a slice of toast at morning break for all PP children.	£250	All Pupil Premium children to receive toast at breaktime	Teachers reported children were on task, alert and able to pay attention after break due to having access to toast