

## **Pupil Premium spending and strategy 2019–20**

In 2019–20 Boldmere Junior school will receive a total of £72,740

Number of pupils eligible	51 children (14%) (including 5 LAC; 8 adopted from care and 2 service pupils)  (THESE FIGURES DO NOT INCLUDE BIB CHILDREN)
TOTAL PP received	£72,740

### **Barriers to educational achievement:**

All pupils are individuals and the barriers they face are not a generic set of barriers, but generally personal to the individual pupil. All Pupil Premium children are monitored individually, in the same way as all other children in the school, however, these children are identified to ensure that grant money is spent appropriately to support any specific needs e.g. reading, writing and maths interventions in all year groups, personal and social development, access to ICT, sporting opportunities and one to one support. For a very small number of children, issues such as attendance and behaviour can act as a barrier to learning, in which case, for eligible children, funding may be used to support the child and family in overcoming such barriers.

In terms of specific barriers to learning, the Executive Head, the Head of School and one of the Assistant Head Teachers (Assessment coordinator) liaises with support staff, SENCO and class teachers and sets up intervention programmes following regular assessments and pupil progress meetings. Depending on specific needs and barriers, different intervention groups are set up, for example, year 6– EGPS, year 6 boys– writing, year 4– maths, year 6– Greater Depth– reading. Intervention groups are time–limited (usually 6 weeks) to ensure that they are having impact. After review, if the particular intervention is not working a different strategy will be used.

High impact activities are selected to accelerate progress and to target specific knowledge, skills and understanding. We are aware of the evidence from the Education Endowment fund on the effective use of Support Staff in delivering interventions, 2015, and ensure that our Additional Teachers and Teaching Assistants are well briefed to enable them to deliver high quality one–to–one and small group support using structured interventions, closely monitored by SLT.

Within our school, there is some correlation between children in receipt of additional funding and those with Special Educational Needs. We are aware that we can include ‘other’ children in activities designed to ‘close the gap’ and in creating intervention groups, we may well choose to select a group of disadvantaged and ‘other’ children to improve the learning environment for the group.

Support from PP funding is not used solely for those performing below age–related expectations. The DfE has clarified that the purpose of the grant is no only to ‘close the gap’ between eligible pupils and their peers but also to raise the attainment of disadvantaged pupils. Intervention groups and additional staff are therefore used to stretch and challenge able pupils who qualify for this additional funding.

Pupil premium funding is used to support pupils in attending clubs in school for which a charge is usually made to parents. This use of funding helps ensure inclusion of all children, with the cost not being a barrier.

**Pupil Premium Allocation and planned Spending September 2019 – July 2020**

<b>Area of spend</b>	<b>Focus</b>	<b>Planned allocation</b>
1. TA and additional teacher support in classes and for focused interventions including resources to support these interventions (see intervention timetables for specific detail)	English and Maths	£51,628* Allocation is planned but a flexible approach is required as pupil's needs change.  Actual Allocation £59,238
2. Funding for educational visits	Personal and social	Approx. £4000 – final figure will depend on visits confirmed  Actual Allocation £2567 (Covid-19 meant that some planned educational visits did not take place due to lockdown)
3. Funding for specific extra-curricular activities e.g dance, netball, music, tennis, calm club and football	Personal and social	Approx. £2000 – final figure will depend on visits confirmed  Actual Allocation £2745
4. Funding for school meals	Personal and social	Approx. £512 – final figure will depend upon need  Actual Allocation £727
5. Funding for resources e.g. Wordshark and IT equipment for	Personal and social	Approx. £2000 (final figure will depend on requirements of pupils)  Actual Allocation £2650

Total PP expenditure planned 2019/20 = £60,140

Total PP expenditure allocated 2019/20 = £67,922

Any unspent PP funding (£4818) will be carried forward to 2020/21

Area of spend	Intended outcomes – desirable impact	Actions
<p><i>1.TA and additional teacher support in classes and for focused interventions</i></p>	<ul style="list-style-type: none"> <li>• <i>Improved outcomes in reading, writing and maths so that each pupil makes or exceeds expected outcomes</i></li> <li>• <i>Learning tasks tailored to specific needs – closing gaps in understanding e.g. phonics support; handwriting; comprehension; mental maths etc</i></li> <li>• <i>Opportunity to use additional staff to create smaller groups and enable more 1-1 support and challenge</i></li> <li>• <i>Consolidation of learning in classroom – building on and embedding skills, knowledge and understanding</i></li> <li>• <i>Pre-tutoring – for specific children to enable them to access classroom teaching effectively e.g. pre-reading of texts; key vocabulary; concepts in EGPS and maths calculation strategies and terminology</i></li> <li>• <i>Regular review of pupils who are both on SEN register and in receipt of PP to ensure that individual targets are regularly reviewed and aspirational targets set for progress</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Splitting specified year groups into smaller classes e.g. Y6 every morning using qualified teachers</i></li> <li>• <i>Regular reviews of interventions and support groups with SLT. To ensure appropriate activities are leading to progress being made by these children</i></li> <li>• <i>Good communication between TA and class teachers to ensure knowledge of pupil's needs; appropriate resources</i></li> <li>• <i>Class teacher able to flex teaching to meet needs of different pupils, so progress can be achieved</i></li> <li>• <i>PP Tutors/TAs maintain records to provide evidence of outcomes and progress. Enabling class teachers to plan next steps, ensuring that progress is being made at all times</i></li> <li>• <i>SENCO/Assessment coordinator to observe interventions and feedback regarding strategies, next steps and resources</i></li> <li>• <i>Teacher to liaise with support staff to ensure time used effectively and key points taught</i></li> <li>• <i>Liaison between Teachers, SENCO and TA to ensure up-to-date information on progress and attainment.</i></li> </ul>

**Impact**

Year 6 End of Year data:

77% of disadvantaged children achieved ARE or above in reading, writing and Maths\*

**Next steps.** Look at the new year 6 cohort predicted targets for the end of year 6 and identify children who may need extra targeted support in all core subjects, to ensure they achieve ARE. Look at provision given last year and how we could alter or enhance this to ensure they achieve. We need to identify children who have elements of greater depth particularly in writing and maths, and look at strategies to accelerate progress further to achieve the higher standard.

\*Teacher assessments due to Covid19

Year 3 Reading 62% At or above ARE – decrease of 18% compared to last year’s data  
 Writing 54% At or above ARE – decrease of 6% compared to last year’s data  
 Maths 69% At or above ARE – decrease of 4% compared to last year’s data

Year 4 Reading 65% At or above ARE – decrease of 7% compared to last year’s data  
 Writing 41% At or above ARE – decrease of 13% compared to last year’s data  
 Maths 59% At or above ARE – increase of 12% compared to last year’s data

Year 5 Reading 75% At or above ARE – decrease of 5% compared to last year’s data  
 Writing 58% At or above ARE – decrease of 12% compared to last year’s data  
 Maths 58% At or above ARE – decrease of 12% compared to last year’s data

- Teachers have greater ownership of children’s targets for progression and therefore providing focused class interventions leading to more rapid small steps progress.
- Children identified and who have accessed the provision of wellbeing mentor, with check in check out, friendship groups etc, have grown in confidence and self esteem. They have been much more settled and happy in their lessons, gaining greater access to the whole curriculum.

\*\*Please note, due to Covid19, children’s data was collected in March 2020 (4 months earlier than usual)

**2.Funding for educational visits**

- Pupils are able to take part in any school trips
- Learning is supported by the trips and enhance the curriculum

- Parents are always made aware that funding is available for school trips

**Impact**

All children have had equity of access to all enrichment opportunities in and out of school and have encountered some exciting, memorable and challenging learning experiences, enhancing and enabling them to embed their learning.

Next steps: Looking at providing further variety of enrichment opportunities in and out of school to enhance the children’s learning.

**3. Lunchtime and out-of-school clubs**

- Development of social skills through joining in a range of clubs
- Pupils gain enjoyment from these extra-curricular activities
- Skill and effort in non-academic subjects are celebrated and build

- On-going record of PP pupils taking part and impact of attendance is measured effectively
- Teachers to talk to parents about opportunities that individual pupils may enjoy and make them aware of what is available

	<i>self-esteem and confidence</i>	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Positive outcomes for targeted children in regards to behavior.</li> <li>• Children more settled in class, therefore fully accessing the wider curriculum.</li> </ul> <p><b>Next steps:</b> Looking at providing further variety of enrichment opportunities in and out of school to enhance the children's learning. Possible addition of an extra playtime club for identified children eg lego/nurture club, where children feel at ease and may talk to an adult or friend incidentally, about any anxieties they may have in a more free and relaxed setting whilst at play. This would follow on from KS1 provision which has proven very successful and may aid transition for new year 3 children into KS2.</p>		
<b>4.Funding for school meals</b>	<ul style="list-style-type: none"> <li>• Pupils don't feel excluded from school meals</li> <li>• Nutritional benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that parents of eligible children are made aware of this offer</li> </ul>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Healthy children who are ready to learn.</li> <li>• Positive impact on parents as their children have equity.</li> </ul> <p><b>Next steps:</b> Liaise with PE lead to look at healthy eating /cooking opportunities in school in line with sports premium funding. This could be another opportunity to provide a nurture group.</p>		
<b>5.Funding of resources</b>	<ul style="list-style-type: none"> <li>• Pupils' learning will be enhanced by the purchase of specific resources to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and support staff need to identify any specific resources that will help to close gaps for individual pupils and make a case to SLT for them.</li> </ul>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Specific children have been identified and received specific resources to ensure access to home learning. Eg. Laptops and Year 6 study workbooks etc.</li> </ul> <p><b>Next steps:</b> Identify any children with specific needs in this regard, through liaising with parents in Autumn term.</p>		