Pupil Premium Strategy 2019-2020

Amount of Pupil Premium funding received 2019-20

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| Number of pupils eligible | 70 (including 1xLAC) |
| Total PP received | £94,700 |

Identified barriers to educational achievement

Pool House has identified the following as barriers for some of the children in receipt of Pupil Premium:

* Access to language
* Access to extra curricular activities – educational experiences such as trips, residential visits, music, theatre, arts and participation in physical activities
* Attendance
* Parental engagement with school
* Cognition and learning
* Behaviour – pupils with specific social and emotional needs which affect their learning

Rationale for expenditure

The rationale for expenditure is based on pupil need and our determination to ‘close the gap’. Allocated teaching assistant time has been dedicated with a focus on supporting access to language, specific reading and writing difficulties and improving basic skills in key areas. Additional TA/Mentoring hours have been allocated to support pupils with social and emotional difficulties which create barriers to learning. Some pupils may have been identified as benefiting from the use of additional resources to support their learning and these will be purchased from the PP budget. Many of our PP pupils’ parents are unable to pay for school trips and other extra curricular activities and related costs, and in particular the end of Year 6 residential visit. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the year.

Key expenditure – how the allocation will be spent

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| Area of spend | Focus | Total Allocation |
| Additional TA support in classes and for focussed interventions | English and Mathematics | £30,000 |
| Additional TA to support language barriers (EAL) | English and Mathematics | £10,000 |
| Additional Key Worker support in EYFS | Personal, Social and basic skills | £20,000 |
| Dedicated Learning Mentor – 3 Days | Personal and Social | £10,000 |
| Additional Learning Resources (i-pads, pencil grips, writing boards) | English and Mathematics | £10,000 |
| Funding for school trips and residential trips | Personal and Social | £10,000 |
| Funding for extra curricular activities/clubs | Personal and Social | £5,000 |
| Resources to support delivery of specific materials | Mental Health and Wellbeing | £1,000 |

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| Area of spend | Intended Outcomes | Actions |
| TA support in class and for focussed interventions | * Improved learning outcomes in reading, writing and maths (meeting end of year ARE) * 1:1 and/or small group interventions planned to cater for individual needs * Support within lessons to improve understanding of learning in reading, writing and mathematics * Consolidation of learning completed in classes – time for application and practice of skills * Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning eg. pre-reading of texts in English, research for writing tasks, key vocabulary, concepts in SPAG and maths terminology * Careful tracking of homework – priority reading with TA’s if pupils are unable to read at home * Pupils have time to complete homework tasks if unable to complete at home | * Regular meetings with class teacher, SENDO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources * Careful planning of interventions to be in place * Clear communication between teachers and TA’s – expectations within lessons * TA timetables carefully planned to ensure maximum effect * Learning Support Teacher to observe interventions and provide feedback regarding strategies, next steps, resources |
| Additional TA to support language barriers | * Improved learning outcomes in reading, writing and maths (meeting end of year ARE) * Improved confidence for pupils in specific areas * Learning tasks tailored to the specific needs of pupils – closing gaps in understanding * Consolidation of learning completed in class – time for practice and application of skills * Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning eg. pre-reading of texts in English, research for writing tasks, key vocabulary, concepts in SPAG and maths terminology | * Regular meetings with class teacher, SENDO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources * Careful planning of interventions to be in place * Clear communication between teachers and TA’s – expectations within lessons and with extended provision * TA timetables carefully planned to ensure maximum effect * Learning Support Teacher to observe interventions and provide feedback regarding strategies, next steps, resources |
| Dedicated Learning Mentor – 3 Days | * To provide dedicated time and support (1:1) to help build and support pupils emotional resilience and wellbeing * To improve the self-esteem, social skills and behaviour of identified pupils   leading to increased confidence and  attainment in class | * Clear protocols in place to ensure pupils are referred timely and given appropriate support according to need * Check-in board to allow pupils to ‘self-refer’ if in need of support * Regular opportunities for Mentor to feedback to relevant staff and parents |
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| Additional Learning Resources (i-pads, laptops, pencil grips, writing boards) | * Pupils are fully supported by learning resources which are available to them * Pupils enjoy using resources such as ipads and laptops to complete games/tasks that consolidate learning * A range of learning styles can be catered for | * Pupils regularly asked for ideas about how to spend funding – eg. school council * Teachers made aware of apps available to support different areas of need – eg. spelling, memory, times tables |
| Funding for school trips and residential trips | * Pupils are able to participate fully in school trips and residential trips * Learning is supported by trips that are carefully planned to enhance the school curriculum * Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residentials | * Initial letters to include information for parents about available funding * HT will liaise with parents regarding specific requests for funding * Teachers made aware of funding available - can approach parents if appropriate |
| Funding for extra curricular activities/clubs | * Social skills are developed through participation in a range of clubs provided by the school or external providers * Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities * Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence | * Analysis of number of pupils who take part in clubs * Staff to talk to children and parents about possible interests and available clubs * HT to arrange funding (as appropriate) for clubs and resources required – eg transport, sports clothing |
| Resources to support delivery of specific materials | * Support pupil’s mental health and wellbeing and further develop their emotional literacy | * Delivery of specific programme of work to develop and support pupils mental health and wellbeing * Training for facilitator |

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, the new tracking system will capture the achievements of pupils covered by Pupil Premium. At Pool House, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

The school will regularly review the impact of actions taken, ensure funding has been allocated appropriately and if not re-allocate funding. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium funding is a regular item on the full governing body meetings.

Designated staff member in charge: Mrs Julie Cole (Headteacher)

Nominated governors: SEC committee