

Pupil Premium Funding 2019-2020

Context and Background:

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The overall percentage of pupils eligible for PPG is 23%.

The grant is paid to schools according to the number of pupils who have been:

- Registered as eligible for free school meals at any point in the last 6 years.
- Been in care for 6 months or longer.
- Service children.

The academic year 2019-2020 has been significantly impacted by the COVID-19 pandemic. Whilst Pupil Premium action plans and spending intentions have been pursued, it has not been possible to fully assess the impact of this work.

Overview of the School:

Pupil Premium Grant (PPG) Received		
Number on Roll:	631	
Total Number of pupils eligible for PPG	145 pupils eligible for PPG	
	<ul style="list-style-type: none"> • 93 pupils in receipt of FSM • 2 pupils are children looked after • 2 pupils are adopted from care • 5 pupils whose parents serving in the armed forces 	
PPG received per pupil:	FSM and Ever 6 KS2	£1320
	FSM and Ever 6 KS3	£935
	Adopted from Care	£2300
	Looked after Children	£1900 (Paid to the LA)
	Ever5 Service Children	£300
	Total PPG:	£173,890.00

Current Achievement: 2018-2019:

Year 6 Outcomes 2018-2019 % achieving age-related expectations		
	PP	Non-PP
Reading	42%	64%
Writing	60%	77%
Maths	48%	61%
Year 8 Outcomes 2018-2019 % achieving age-related expectations		
	PP	Non-PP
Reading	48%	77%
Writing	52%	68%
Maths	50%	71%

Perceived Barriers to Achievement in our School:

	Barriers to Learning	Actions	Success Criteria
SEND	26% of all pupils eligible for PPG funding also have special educational needs.	<ul style="list-style-type: none"> Ensure evidence-based targeted interventions in numeracy and literacy, led by HLTAs. Regular systematic screening to identify need learning needs 	<ul style="list-style-type: none"> Progress and attainment of pupils with SEND is in line or exceeds national averages
Review:	Regular interventions and diagnostic assessments were conducted from September 2020 as planned, led by HLTAs and Tas regularly each week. This involved key groups of pupils, including those receiving PP. However, due to the COVID lockdown, it is not yet possible to assess the impact of these interventions.		
Prior Attainment:	A gap in attainment exists between pupils eligible for PPG funding and those who are not. This gap exists on entry in year 5 in literacy and numeracy	<ul style="list-style-type: none"> Regular and systematic Assessment routines (Pixl diagnostics and GL testing) to identify pupil performance over time. Additional TA/HLTA support for small group and 1:1 targeted interventions Integration of timetabled interventions as part of the school timetable, allowing subject specialists 	<ul style="list-style-type: none"> The gap in achievement between PP pupils and non-PP pupils is narrowed, so that achievement is in line with non-PP achievement. PP achievement meets or exceeds individualised progress and attainment estimations.

		to coordinate and deliver interventions for identified groups.	<ul style="list-style-type: none"> • School staff champion PP achievement. • PP achievement is effectively supported by parents’/carers’ engagement. • PP engagement in and enjoyment of, learning <i>inside</i> and outside of school is promoted and facilitated. • Pupils engage successfully with education at Year 9 and beyond.
Review:	Timetabled interventions and additional small-group support led by HLTAS/TAs took place from September 2020 until December 2020. Initial assessment outcomes prior to the start of the national lockdown after Christmas indicated a measurably positive impact over this time, particularly in year 5. However, it has not been possible to verify these outcomes against internal or national assessment data due to the COVID lockdown.		
Engagement with Learning	Relative average Attitudes to Learning scores are lower than pupils who are not eligible for PP.	<ul style="list-style-type: none"> • To ensure PP pupils’ learning potential is supported by well through engagement programmes: • Inclusion base to facilitate ongoing, flexible SEMH support • Thrive/ELSA action plans and specialist staff to support those with identified SEMH and to monitor their application in lessons. • Inclusion worker to provide personalised additional support and engagement with learning 	<ul style="list-style-type: none"> • Mean averages for ATL scores for PP are equivalent to that achieved by non-pp • Pupil Voice records evidence active and positive engagement with learning on aspects of the curriculum.
Review:	Personalised engagement programmes, particularly those requiring external visits and visits into school were prevented due to social distancing requirements. Thrive and ELSA support packages commenced as planned until December 2020. These continued to provide additional support and resources for staff working with disadvantaged pupils and those with SEMH concerns. The Inclusion and Pupil Premium worker continued to offer support for key groups of pupils throughout the autumn term, despite restrictive social distancing conditions, which clearly helped maintain active engagement with school for children particularly at risk of disengagement/poor attendance. However, the impact of this on academic outcomes cannot be assessed at this stage due to the absence of assessment information and national data comparisons.		

Attendance	Attendance rates for PP and non-pp pupils remains very good, but there remains a 2% gap between PP and non-PP, particularly at KS2	<ul style="list-style-type: none"> • PFSA staffing to support engagement and communication with families. • Funding for additional personalised enrichment opportunities to motivate and engage pupils with school and learning. • Inclusion worker to provide personalised additional support and engagement with learning 	<ul style="list-style-type: none"> • Attendance rates for PP is equivalent to that of non-pp. • Attendance rates achieve the target of 96%, including PP pupils
Review:	A 2% difference in attendance between PP and non-pp pupils remains unchanged. However, approaches and strategies designed to engage with disadvantaged families and pupils during the pandemic, particularly those at home self-isolating, has played a large role in maintaining current levels of engagement with- and attendance at school. The outstanding contributions of the PFSA, business team, inclusion worker and the wider pastoral support team in strengthening and developing communications with families has helped ensure that children have been able to maintain a strong relationship with the school and consequently, with learning.		

Intended Expenditure of Pupil Premium Funding 2019-2020:

PPG Spending	Proportion of PPG Budget
Teacher Salaries	33%
Teaching Assistant salaries	34%
Curriculum enrichment	9%
Curriculum intervention and support	11%
Enhanced transition (KS2 & KS3)	2%
Social, Emotional and Mental Health support, intervention and resources	3%
Teaching and Intervention Resources	8%

Evaluation of Impact on Pupil Premium Spending:

The COVID-19 pandemic has meant that significant time has been spent away from school for both pupils and staff. SATs outcomes at KS2 and formalised testing for all other year groups (GL) could not take place. Therefore, it is not possible to verify comparative data to assess the overall impact of interventions that were put in place in 2019-2020.