Tor View School Pupil Premium Expenditure 2020-21

**Pupil Premium Background**

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities. Pupil Premium was introduced in 2011 and is intended to directly benefit pupils who are eligible, helping to narrow the gap between them and their peers.  
  
Schools are free to spend the Pupil Premium as they see fit. However, they are responsible for how they use the additional funding to support pupils from low-income families and the other target groups. From September 2012, the government also require schools to publish online information about how they have used the Premium.

The Pupil Premium money is given to schools to ‘raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers’ (DfE and EFA, 2018).

The Pupil Premium Grant provides funding for two policies:

* Raising attainment of disadvantaged pupils of all abilities to reach their potential
* Supporting children and young people with parents in the regular armed forces

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Ofsted explain: *The Pupil Premium is making a difference in many schools. Overall school leaders are spending Pupil Premium funding more effectively, tracking the progress of eligible pupils more closely and reporting outcomes more precisely than before’.*

Tor View School is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained. At Tor View all stakeholders are focussed on improving outcomes for pupils who are eligible for Pupil Premium.

We are keen to maintain the confidentiality of individual family’s financial circumstances and therefore target Pupil Premium at a variety of specific costs. Most of the PPG is targeted to meet the needs of individual pupils however a small contingency is retained to be used globally if a child or family require particular assistance.

Eligibility

*Disadvantaged Pupils:*

Pupils in year groups Reception to Year 6 recorded as Ever 6 free school meals (FSM).

* Pupils in Year 7 – 11 recorded as Ever 6 FSM.
* Children who are looked after (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
* Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

*Service Children:*

* Pupils in year groups Reception to Year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.

**Ever 6 Free School Meals (FSM)**

The Pupil Premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who are known to have been eligible for FSM since May 2014, as well as those first known to be eligible in January 2020.

**Children Looked After (CLA) and Post Children Looked After (post-CLA)**

The Pupil Premium for 2020 to 2021 will include pupils recorded in the January 2020 school census and alternative provision census, who 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). These are collectively referred to as post Child Looked After (CLA) This fund is accessed through a Personal Education Plan (PEP). At Tor View Samantha Dillon is the named Senior Leader for CLA (Designated Teacher). Part of her role includes the management of the PEP process. In the interests of inclusivity, where a child who is looked after can access the targeted support offered to other pupils accessing Pupil Premium, this will be included in their PEP.

If a Carer or Corporate Parent of a CLA requests specific support outside of school, they must demonstrate the intended educational impact of this support including researching appropriate provision and costs so they may be included in the PEP.

Each year school will host 2 formal PEP meetings, one in the Autumn Term and one in the Spring Term. The Attendance of the Corporate Parent (Social Worker) from the placing Authority is essential. An informal PEP discussion will take place in the Summer term.

**Ever 6 Service Child**

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2020 school census.

**What is Catch-Up Premium?**

Year 7 Catch-Up Premium is a type of funding additional to the main school funding. It is received from the government and is allocated to students who failed to achieve a National Curriculum Level 4 at the end of Key Stage 2 in either Mathematics or English reading. Schools are free to spend the Catch-Up Premium as they see fit within specific parameters.

Unlike Pupil Premium, the Catch-Up Premium is only awarded to students in Year 7.

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| **Overview for Tor View School** | |
| Total number of students on roll in Year 7 | 27 Pupils |
| Total number of Catch-up Premium Students  (number of these who are also entitled to Pupil Premium Funding) | 13 Pupils out of the Year 7 pupils are entitled to Pupil Premium. |
| Amount of funding received per Catch-Up premium student | £500 |
| **Total amount of funding received for Catch-Up Premium Grant** | **£13,500** |

**At Tor View School Year 7 Catch-up Premium is used for targeted pupil interventions.**

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| The funding awarded to schools to help fund projects and strategies to close the gap is as follows: *Amounts as per Gov. June 2020* |

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| The PPG per pupil for 2020-2021 is as follows: | |
| **Disadvantaged pupils** | **Pupil Premium per pupil** |
| Pupils in Reception to Year 6 recorded as Ever 6 Free School Meals (FSM) | £1,345 |
| Pupils in Year 7 to 11 recorded as Ever 6 Free School Meals FSM | £955 |
| Children Looked After (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. | £2,345 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. | £2,345 |
| **Service children** | **Pupil Premium per pupil** |
| Pupils in Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence. | £310 |

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| Summary Information | | | | | | | | |
| School | | | Tor View School | | | | | |
| Academic Year | 2020-21 | Total PP budget | £70,616 (Indicative)  £71,485 (Total based on current pupils) | | Date of the most recent PP review | | Self-Review – August 2020  Date of next Self-Review – August 2021 | |
| Total number of pupils | 204 pupils | Number of pupils eligible for PP | 56 Pupils | | Date of the next internal review of this strategy | | Autumn 2 2020 | |
| Primary Department  Total – 23 Pupils | Number of year group eligible for PP (Not including CLA) |  | Year 1  3 Pupils | Year 2  1 Pupil | Year 3  4 Pupils | Year 4  2 Pupils | Year 5  8 Pupils | Year 6  5 Pupils |
| Secondary Department  Total – 33 Pupils | Number of year group eligible for (Not including CLA) |  | Year 7  13 Pupils | Year 8  8 Pupils | Year 9  3 Pupils | Year 10  3 Pupils | Year 11  6 Pupils |  |

School outcomes for the end of the academic year 2019-20

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| Projections based on September 2019 Census | |
| Total number of students on roll (Rec-Year 11) | 198 |
| Total number of students eligible for Pupil Premium Grant (Yr1-11) | 47 pupils |
| Total amount of Pupil Premium Grant received | £61,825 |

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|  | Performance of disadvantaged pupils 2019-20  Whole Academic Year – English and Maths combined | |
| EYFS & KS1 | **Pupil Premium (PP):**  4 pupils at the End of Key Stage were eligible for Pupil Premium.  100% (4 out of 4) pupils eligible for PP made expected progress for English and Maths  75% (3 out of 4) pupils eligible for PP exceeded expected progress in Maths  75% (3 out of 4) pupils eligible for PP made exceptional progress in Maths  100% (4 out of 4) pupils eligible for PP exceeded expected progress in English  100% (3 out of 4) pupils eligible for PP made exceptional progress in English |
| KS2 | **Pupil Premium (PP):**  4 pupils at the End of Key Stage 2 were eligible for Pupil Premium.  100% (4 out of 4) pupils eligible for PP made expected progress in English and Maths.  100% (4 out of 4) pupils eligible for PP exceeded expected progress in English and Maths. |
| KS3 | **Pupil Premium (PP):**  3 pupils at the end of Key Stage 3 were eligible for Pupil Premium.  All pupils (3 out of 3) pupils eligible for Pupil Premium made exceptional progress in Maths.  (2 out of 3) pupils eligible for Pupil Premium made exceptional progress in English. |
| KS4 | **Pupil Premium (PP):**  5 pupils at the end of KS4 were eligible for Pupil Premium.  2 pupils made exceptional progress in English.  3 pupils exceeded expected progress in Maths and 1 pupils made exceptional progress in Maths. |

**Pupil Premium Spending**

Our key objective in using the Pupil Premium Grant is to *close the gap between eligible pupils and their peers* *and raise the attainment of eligible pupils* by increasing the progress made by all students but accelerating the progress made by students eligible for the grant. When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from external research in order to maximise the impact of the spend. Successful spending takes into account the students (their levels of attainment and their social background).

Research states that schools need to adopt a more holistic outlook when deciding on Pupil Premium Spending. Teaching and Learning should be accompanied by more pastoral initiatives which are better at addressing the specific barriers to educational achievement which hold back pupils that are eligible for Pupil Premium. Research from the Education Endowment Foundation (EEF) underpins the allocated areas where funding is used. In line with national guidance it is not necessary to spend an equal amount of Pupil Premium funding on each eligible pupil, or necessary to spend a pupils allocated funding on that pupil alone.

All our students enter the school with levels of numeracy, reading and writing which are considerably below the national standard and therefore we believe that priority should be made to ensure the following objectives are met: Communication, Engagement, Transition and Attendance. All of the identified provision for pupils is referenced against at least one of these criteria.

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| **Communication (C):**  Ensure that eligible students are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths and English as they go through their time at the school. |

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| **Engagement (E):**  To improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements. |

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| **Transition (T):**  Ensuring the students eligible for Pupil Premium make a successful transition from Year 6 to Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations with reduction in the number of NEET PP students. |

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| **Attendance (A):**  To ensure the attendance of Pupil Premium students does not fall below 95% |

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| Amount of pupils in Key Stage 1 | Year 1 | Year 2 |
| 3 Pupils | 1 Pupil |

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| Proposed Spending | Reference |
| Parent Liaison | C E T A |
| SALT sessions | C & E |
| Targeted interventions | C & E |
| 2 school jumpers per academic year | E & A |
| PE Kit | E & A |
| Hats, scarves and gloves | E & A |
| Waterproof jacket, trousers and wellingtons | E & A |
| Letterbox Resources | C & E |
| Daily snack and milk | C & E |
| Swim pads, swim wear and towel | E & A |
| Cooking resources | E & A |
| Targeted breakfast club | E & A |
| 1 weeks free on playsheme | E & A |

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| Amount of pupils in Key Stage 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 4 Pupils | 2 Pupils | 8 Pupils | 5 Pupils |

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| Proposed Spending | Reference |
| Parent Liaison | C E T A |
| SALT sessions | C & E |
| Targeted interventions | C & E |
| 2 school jumpers per academic year | E & A |
| Hats, scarves and gloves | E & A |
| PE Kit | E & A |
| Waterproof jacket, trousers and wellingtons | E & A |
| Letterbox Resources | C & E |
| Daily snack and milk | C & E |
| Swim pads, swim wear and towel | E & A |
| Cooking resources | E & A |
| Targeted breakfast club | E & A |
| Equipment for lessons | E & A |
| 1 weeks free on playsheme | E & A |
| Mindfulness | C E & A |
| Reduced price ASC (Including transport) | C E & A |
| Additional reading scheme library books or access to tablets for speech and communication apps | C & E |

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| Amount of pupils in Key Stage 3 | Year 7 | Year 8 | Year 9 |
| 13 Pupils | 8 Pupils | 3 Pupils |
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| Proposed Spending | Reference |
| Parent Liaison | C E T A |
| SALT sessions | C & E |
| Targeted interventions – Year 7 Catch Up | C & E |
| Targeted interventions – | C & E |
| 2 school jumpers per academic year | E & A |
| PE Kit | E & A |
| Letterbox Resources | C & E |
| Daily snack and milk | C & E |
| Cooking resources | E & A |
| Targeted breakfast club | E & A |
| 1 weeks free on | E & A |
| Mindfulness | C E & A |
| Reduced price ASC (Including transport) | C E & A |

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| Amount of pupils in Key Stage 4 | Year 10 | Year 11 |
| 3 Pupils | 6 Pupils |

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| Proposed Spending | Reference |
| Parent Liaison | C E T A |
| SALT sessions | C & E |
| Targeted interventions | C & E |
| 2 school jumpers per academic year | E & A |
| PE Kit | E & A |
| Daily snack and milk | C & E |
| Cooking resources | E & A |
| Targeted breakfast club | E & A |
| 1 weeks free on playsheme | E & A |
| Mindfulness | C E & A |
| Reduced price ASC (Including transport) | C E & A |

**Monitoring and Impact Evaluation**

As part of our commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

 Data analysis

 Pupil progress meetings

 Moderation of assessment

 Learning walks

 Learning discussions with pupils about their work

 Support and challenge for individual teachers

 Regular external quality assurance

 Annual Pupil Premium reviews

 ½ termly meetings with interventions team