

PUPIL PREMIUM STRATEGY & REVIEW 2019-20

WHAT IS PUPIL PREMIUM?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of Pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. We have created this document with our core mission statement in mind;

We want all our children to develop an understanding of key values, to enable them to become great adults in the future.

As such, we have developed our school Pupil Premium spending plan for 2019-20 using the principles and planned spend detailed below.

PUPIL PREMIUM SPEND REASONING

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our Pupils
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents and stakeholders are fully aware of how this additional resource has been used to make a difference
- Encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming PP or FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children
- Be mindful of the fact that eligibility and take up of Pupil Premium does not equate with Pupils being considered to be of 'low ability' because of their social circumstances
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body

We recognise the fact that PP Pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account:

- We will use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our Pupils who need additional support in a time limited way
- We will use the Pupil Premium for all year groups not just those taking examinations at the end of the year

KEY PRINCIPLES

- Achievement for all students, including those from disadvantaged backgrounds, is best fostered in a school with an ethos of high expectations, where high quality teaching and learning is at the heart of all we do.
- The curriculum is designed, tailored and regularly reviewed to ensure it meets the needs of all students
- Teaching and learning in the classroom is the main focus for raising achievement
- Additional targeted interventions support and complement class-based provision
- Students from disadvantaged backgrounds benefit fully from school wide opportunities to develop the cultural and social capital needed to support transition to their next stage of education, training or employment.

For the 2019 – 2020 year, it is important to emphasise our school will eb using the Pupil Premium Spend to relentlessly focus on the data outcomes, attainment and progress of Pupil Premium learners. Although we will use the spend as a basis of creating a 'level playing field' ultimately our aim is that expenditure has a direct impact on our goal for the year.

Our goal for the year: 100% good or better progress from all Pupils described as Pupil Premium. We are also targeting 50% of Pupil Premium learners to make outstanding progress, this being defined as a total of one year and one term worth of progress within one academic year.

Pupil Premium Proposed Spend - 2019/2020

Number of Pupils and Pupil Premium grant (PPG) received			
Total Number of Pupils on role	492		
Total number of Pupils eligible for PPG	96		
Total amount of PPG received	£126720		
Date of last review	July 2019	Planned date of next review:	January 2020
	Number of children	**Funding per child**	**Total**
Nursery Ever 6 FSM	0	£111.30	0
R -Y6 Ever 6 FSM	96	£1320.00	£126720
Adopted from care	0	£2300.00	0
SGO	0	£2520.00	0
Looked after child	0	£2520.00	0
Service Pupil Premium	2	£300.00	£600

Barriers:

- Socio-economic restraints of our local area impact on Pupil ability to perform
- Speech and language issues; both SALT needs and high % of EAL/Pupil Premium children
- Limited access to cultural capital and British Values awareness in home life context for some Pupil Premium children
- Rapidly improving school; ensuring that QFT *consistently* supports children with PP vulnerability as effectively as non-PP
- High number of Pupil Premium children are on the safeguarding tracker – 37 children in total

Desired Outcomes:

A. To ensure that 100% of Pupil Premium children make good or better progress
B. To ensure that 50% of Pupil Premium children make 8.0 Target Tracker points progress/also described as a year and a term worth of progress within the school year
C. To continue to ensure Pupil Premium children's individual needs are addressed so that the difference diminishes between this group and those not described as Pupil Premium
D. To ensure the more and most-able Pupil Premium children are stretched and further challenged
E. To support families through parenting classes and increasing parental engagement

Core for all learners:

- A sense of belonging, feeling safe and secure – Maslow's Hierarchy of Needs underpins our school improvement journey and similarly with our Pupil Premium strategy
- Quality First Teaching by all teaching staff
- Appropriate differentiation and challenge in lessons
- Access to a range of learning opportunities including extracurricular enrichment



For the calculations below, we are working on a figure of 17% of children being eligible for Pupil Premium. This reflects 17% of our school population.

Evaluation: **Proposed Spending Plan**

Planned Spend Area	Rationale for Spend	Desired Impact	Estimated Spend	Evaluated Impact
Learning Beyond the Classroom inc. residential trips & forest schools	• All children are entitled to equal learning experiences • The Council For Learning Outside the Classroom believe that every space is a learning place and can help with a child's social, emotional and personal development as well as attainment	• After school activities and funding school residential and day trips so all learners have vivid learning experiences to inspire learning • Providing real life experiences to the children to aid their writing • We aim to see impact in accelerated progress from RWM starting points amongst PP learners • Pupil Voice Survey should reveal PP children are inspired and motivated by a balanced and varied curriculum • Higher participation rates in trips amongst PP children	£3500	Forest School has become more established and will be a key feature of the EYFS/Y1 curriculum 95% participation in school day trips. 100% for PP children Impact of Co-Vid meant that trips from March onwards were postponed **ACTUAL SPEND: £4690**
Commando Joe Curriculum and Character Education investment	• Resilience is a key factor in overcoming adversity that can be caused by economic deprivation • Commando Joe RESPECT curriculum teaches learning values for life proven to enhance progress and outcomes	• Pupil Premium children receive a focussed character education curriculum • Measurable impact tracked on the Commando Joe character assessment character • Behaviour interventions run weekly with former military personnel to enhance confidence and break down socio economic barriers	£5000	Instructor led Co-vid was stopped in January due to poor performance/experience of coach and switched to Sarah Cuthbertson – Performing Arts, stopped after three sessions due to Co-vid 19 Cojo curriculum is embedded as part of core curriculum focussing on character

				Teachers had begun to track character/resilience growth of PP learners PP children recorded no internal/external exclusions and visits to the Reflection Room dropped vs last year (period September-March) **ACTUAL SPEND: £6150**
Uniform Support	• Right to warm, comfortable clothing • Support for children whose families may be experiencing financial struggle • Creating a level playing field for success	• School will provide uniform support through its uniform partners for those parents wishing to claim support • The school will purchase uniform for children it feels are underequipped and parents have not provided suitable equipment even after prompting, to ensure a level playing field • Widespread encouragement of pride in personal appearance, presentation and the school itself • Increase in self-esteem for PP children in need of uniform support	£1500	The allocation of uniform support has supported pupils as and when needed successfully. We have made a new arrangement to move to a local supplier who has offered hardship support where needed for parents **ACTUAL SPEND: £92.30**
Extra-Curricular clubs in school	• All children entitled to equal learning experiences • Creating a level playing field for success • Providing a range of opportunities which are free to support	• Creating opportunities • Providing a range of support for all learners and encouraging children to try and learn new skills • Raising child self-esteem and confidence • Extra-Curricular activities can improve leadership skills and teamwork amongst their peers. • Pupil Premium children will have first refusal on all clubs offered	£1000	Support has enabled three pupils to attend karate lessons and participation at STOMP Dance lessons **ACTUAL SPEND: £inc in Workshops**

	families who may be experiencing financial struggle			
Music Lessons and Musical Instruments for PP children	• All children entitled to equal learning experiences • Creating a level playing field for success	• To encourage musical expression in those who would not have had a chance to do so • Creating opportunities • Raising child self-esteem and confidence • Free music lessons for interested PP children who learns a musical instrument	£1500	An underspend in this area, with 8 children accessing music lessons up until postponement due to Covid-19 **ACTUAL SPEND: £800**
Family Learning Support through a range of parenting courses offered	• Research from the EEF suggests that parental engagement has a massive impact on Pupil engagement and progression • Happier families = Happier children • Families can further support their children at home with their learning	• Quantifiable reduction in number of child protection issues across the school • Expert delivery of a regular parenting program 'Parenting U' • School will see increase in parental engagement, particularly amongst 'hard to reach' families • Raising attainment in PP learners • Raising child self-esteem and confidence • Support parents in providing the best for their children – communication, language and stability at home • Supporting parents in working with their child - providing a platform where they can learn alongside their child and work with their child on what is being taught in school	£2500	18 PP parents accessed the 10 week program and impact report showed parental growth in understanding of parental skills and indicated positives of the course **ACTUAL SPEND: £2500**
Payment for I-Heart Resilience training for two staff members to deliver the resilience intervention to Pupil Premium children	• Proven impact of intervention with TWPA vulnerable learners • Character as crucial to overcoming barriers and enhancing learning	• Sustainable model of providing impact of the program as seen in prior academic year with Year 6 cohort • Resilience as key to overcoming barriers to learning • Character as key component of curriculum philosophy and ethos	£1050	Two staff members are now trained to deliver the course and this can be used moving forward to support resilience growth. 10-week program was unable to happen as training ended in February and

				school closed in March due to Covid-19 **ACTUAL SPEND: £1050**
Babywatch group	• The research indicates that mentoring has a positive impact on children from disadvantaged backgrounds • All children are entitled to emotional support • Raise attainment and emotional health of Pupil Premium Children	• All Pupils, including Pupil Premium Pupils, are tracked and offered support when need by our learning mentor. This will be evident in qualitative emotional wellbeing of PP children • Pupil Voice Survey will show increased emotional wellbeing across the school • Qualitative improvement in resilience, social skills, managing transition amongst PP learners • Raising attainment in PP learners • Raising child self-esteem and confidence	No cost	Program happened – visible improvement in concentration from 12 participants reported by teachers which was enabling these twelve children to be on track for EOY targets before Co-vid 19 interrupted **ACTUAL SPEND: £0**
Salary contribution for PP Premium (33% of Y6 cohort are PP, meaning a 33% contribution to this spend) Interventions Spend and Intervention Delivery by 2 X additional teachers within Year 6	• Closing the gap between all groups of learners, particularly PP and non PP • Teaching by Teachers as most effective intervention • Interventions are effective if staff are trained to deliver a high quality intervention. This has been highlighted in literature on the impact of interventions.	• Increased and accelerated attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results • Experienced support staff delivering high quality intervention evident in in house monitoring • High quality interventions • Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths, 5th group by SLT • Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the school • Qualitative improvement in classroom participation, enjoyment and fulfilment • Rising attainment in PP learners and raising child self-esteem and confidence - data to show this • Support the more able PP to continue to succeed - access to the more and most able provision	£16100	We were on track for a significant improvement in Y6 outcomes. A breakdown from FFT will be available in due course to show predicted outcomes and how it might have looked. 100% PP were on track to reach their individual targets **ACTUAL SPEND: £16100**

		• Ensure Y6 children are able to succeed in the SATs • These staffing arrangements are added in addition to the school staffing structure for the fixed period of one academic year		
The Space – School Counselling Programme (19.6% of Pupils are PP meaning 19.6% of school cost)	• The report from the Harrow Schools Counselling Partnership highlights the positive impact the service is having on both children and parents. • Every child has a right to emotional support • Supporting PP children who have faced a life hardship or struggle • Improve the mental health and wellbeing of PP Pupils • Happier families = Happier children!	• All Pupils, including Pupil Premium Pupils, are tracked and offered support when need by learning mentor. This will be evident in qualitative emotional wellbeing of PP children • Pupil Voice Survey will show increased emotional wellbeing across the school • Qualitative improvement in resilience, social skills, managing transition amongst PP learners • Raising attainment in PP learners • Raising child self-esteem and confidence • Support for vulnerable children during crucial times in their lives • Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement	£2315	42 PP children accessed the space this academic year (44% of PP cohort) Full impact report available September 2020 **ACTUAL SPEND: £2315**
Contribution towards Success For All program to support the English attainment of Pupil Premium learners across Y3, 4 & 5	• Support children who lack confidence, or have difficulty with English work • Providing children with high quality smaller group intervention - to raise attainment, progress and the	• Improved progress and attainment for PP learners • Closing the gap between the attainment of children described as non-PP and PP • Effective standards of teaching and learning in all classrooms to support 100% of children described as PP to meet their targets	£4500	External HT verified impact of SFA and increased quality of teaching – 100% of SFA lessons observed showed good teaching inc for SEN/PP children

	profile of English within the school			At school closure point in March we had seen strong accelerated progress in Reading for year to date **ACTUAL SPEND: £4500**
Salary for Pupil Premium specific Teaching Assistant to work across Years 3, 4 & 5	• Closing the gap between all groups of learners, particularly PP and non PP • DHT to maintain strategic oversight of PP spend to ensure impact and value for money	• Teaching assistant to be deployed to support PP intervention as directed by Deputy Headteacher • Increased and accelerated attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results • Experienced support staff delivering high quality intervention evident in in house monitoring • High quality interventions • Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the school • Qualitative improvement in classroom participation, enjoyment and fulfilment • Rising attainment in PP learners and raising child self-esteem and confidence - data to show this • Support the more able PP to continue to succeed - access to the more and most able provision • Ensure Y3,4,5 children described as PP are able to succeed in line with children described as non PP	£16400	Impact of this was limited as candidate joined in January and Covid-19 impact hindered 1:1 intervention work Supporting work was given to PP children during Covid-19 pandemic but response rates have been varied from child to child **ACTUAL SPEND: £16400**
Salary contribution for Pupil Premium for work done by Assistant Headteacher/SENCo as Strategic Lead for improving outcomes for children described as having Pupil	• Closing the gap between all groups of learners, particularly PP and non PP • Assistant HT/SENCo to maintain strategic oversight of PP&SEN (dual vulnerability) spend to ensure	• Increased and accelerated attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results • Experienced support staff delivering high quality intervention evident in in house monitoring • High quality interventions • Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths, 5th group by SLT	£11000	Was on track up until Covid-19 disruption **ACTUAL SPEND: £11000**

Premium and SEN (dual vulnerability)	impact and value for money	• Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the school • Qualitative improvement in classroom participation, enjoyment and fulfilment • Rising attainment in PP learners and raising child self-esteem and confidence - data to show this • Support the more able PP to continue to succeed - access to the more and most able provision • Ensure Y6 children are able to succeed in the SATs		
Salary contribution for PP Premium for work done by Deputy Headteacher as strategic lead for Pupil Premium (19.6% of learners described as Pupil Premium)	• Closing the gap between all groups of learners, particularly PP and non PP • Operational focus on achievement for PP learners • Leadership of QfT for disadvantaged Pupils across phase	• Increased and accelerated attainment across RWM for all PP learners accessing interventions delivered by experienced teachers and for end of Key Stage results • Experienced support staff delivering high quality intervention evident in in house monitoring • High quality interventions • Additional Teacher employed to support Y6 by grouping the year group into 4 groups for English and Maths, 5th group by SLT • Pupil Voice Survey will show increased confidence amongst vulnerable PP children across the school • Qualitative improvement in classroom participation, enjoyment and fulfilment • Rising attainment in PP learners and raising child self-esteem and confidence - data to show this • Support the more able PP to continue to succeed - access to the more and most able provision	£16200	Deputy Headteacher teacher left Easter 2020 Was on track to hit KPIs until Covid-19 2020 **ACTUAL SPEND: £16200**
19.6% contribution to salary for 0.4 FTE School Counsellor	• Every child has a right to emotional support • Supporting PP children who have faced a life	• All Pupils, including Pupil Premium Pupils, are tracked and offered support when need by learning mentor. This will be evident in qualitative emotional wellbeing of PP children • Pupil Voice Survey will show increased emotional wellbeing across the school	£5300	82% of pupils seen by School Counsellor for 1:1 support were PP Individual assessments for RWM showed all were on track to reach

	hardship or struggle • Improve the mental health and wellbeing of PP Pupils • Happier families = Happier children!	• Qualitative improvement in resilience, social skills, managing transition amongst PP learners • Raising attainment in PP learners • Raising child self-esteem and confidence • Support for vulnerable children during crucial times in their lives • Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement		targets before Covid-19 disruption **ACTUAL SPEND: £5300**

Use of Underspend left by Covid-19 Disruption

Due to the Covid-19 pandemic we were limited as to the areas in which we could distribute spend. As such, we used some of the underspend to construct our new outdoor learning area on KS2 which will have a PP focus. Driven by Science leader, Paul Maddock, the garden will support Science teaching across the school but also will be used as a teaching and learning intervention to inspire PP learners across the curriculum. The area will also be used as a Forest School area for PP children.



