

PUPIL PREMIUM STRATEGY 2020-21

WHAT IS PUPIL PREMIUM?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of Children 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 academy Pupil Premium spending plan for 2020-21 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 academy 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 Children
- 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 Children 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 academy and Local Stakeholder Group (LSG)
- Respond to the impact of COVID, lockdown and possible barriers for disadvantaged children

We recognise the fact that Pupil Premium children 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 Children 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 children, including those from disadvantaged backgrounds, is best fostered in a academy 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 children

- Teaching and learning in the classroom is the main focus for raising achievement

- Additional targeted interventions support and complement class-based provision

- Children from disadvantaged backgrounds benefit fully from academy wide opportunities to develop the cultural and social capital needed to support transition to their next stage of education, training or employment.

For the 2020-21 year, it is important to emphasise our academy will be using the Pupil Premium Spend to relentlessly focus on the data outcomes, attainment and progress of Pupil Premium learners.

We fully acknowledge the challenges of COVID and lockdown and will target spending to support children and families through this unprecedented challenging time.

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 Children 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 – 2020-21

Number of Children and Pupil Premium grant (PPG) received			
Total Number of Children on role	492		
Total number of Children eligible for PPG	101		
Total amount of PPG received	£132300		
Date of last review	November 2020	Planned date of next review:	July 2021
	Number of children	**Funding per child**	**Total**
Nursery Ever 6 FSM	0	£111.30	0
R -Y6 Ever 6 FSM	100	£1320.00	£132000
Adopted from care	0	£2300.00	0
SGO	0	£2520.00	0
Looked after child	0	£2520.00	0
Service Pupil Premium	1	£300.00	£300

Barriers:

- Socio-economic restraints of our local area impact on a child's ability to perform
- Speech and language concerns; 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 academy; 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 – 44 children in total
- Lockdown and the impact from COVID

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 academy 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
F. Provide support (learning, care, emotional) in the event of further lockdowns linked to COVID

Core for all learners:

- A sense of belonging, feeling safe and secure – Maslow's Hierarchy of Needs underpins our academy 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 22.6% of children being eligible for Pupil Premium.

Proposed Spending Plan

Planned Spend Area	Rationale for Spend	Desired Impact	Estimated Spend
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	£2000
Family Focus Coordinator	• From COVID we need a dedicated person supporting our most vulnerable families with expertise in teaching, learning, SEND and parent partnerships	• Numbers of hard to engage families are reduced to zero with all families engaged with school • Clear signposting of services • Parenting support • Establishing a food bank provision	£15000
Uniform Support	• Right to warm, comfortable clothing • Support for children whose families may be experiencing financial struggle • Creating a level playing field for success	• Academy will provide uniform support through its uniform partners for those parents wishing to claim support • The academy 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 academy itself • Increase in self-esteem for PP children in need of uniform support	£2500
Extra-Curricular clubs in academy	• All children entitled to equal learning experiences • Creating a level playing field for success • Providing a range of opportunities which are free to support families who may be experiencing financial struggle	• 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

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
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 academy • Expert delivery of a regular parenting program 'Parenting U' • Academy 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 academy	£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

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 Children, including Pupil Premium Children, 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 academy • Qualitative improvement in resilience, social skills, managing transition amongst PP learners • Raising attainment in PP learners • Raising child self-esteem and confidence	No cost
Salary contribution for PP Premium (33% of Y6 cohort are PP, meaning a 33% contribution to this spend) Interventions Spend and Intervention Delivery	• 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.	• Increased and accelerated attainment across RWM for all PP learners accessing interventions • Experienced support staff delivering high quality intervention evident in in house monitoring • High quality interventions • PP Pupil Voice Survey will show increased confidence • 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 • These staffing arrangements are added in addition to the academy staffing structure for the fixed period of one academic year	£15000
The Space - School Counselling Programme (22.6% of Children are PP meaning 22.6% of academy 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 Children • Happier families = Happier children!	• All Children, including Pupil Premium Children, 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 academy • 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

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 profile of English within the academy	• 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
Funding for lunches and vouchers for families no longer FSM but are PP	• Food and financial support for the most vulnerable in COVID times	• Children basic needs are met • Families feel positive in their parenting as they can provide food for their children	£10000
Funding for 50 additional laptops and devices	• Developing flipped learning for home learning • Developing use of Google Classroom for remote learning	• All PP children have home access to internet and a device • Children can equally access learning remotely • Children make equally good/better progress by being upskilled and enabled	£10000
Salary contribution for Pupil Premium for work done by Assistant Headteacher/SENCo as Strategic Lead for improving outcomes for children described as having Pupil Premium and SEN (dual vulnerability)	• 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 impact and value for money	• 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 academy • 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	£15000

Salary contribution for PP Premium for work done by Headteacher as strategic lead for Pupil Premium (22.6% 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 Children 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 academy • 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	£15000
22.6% 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 hardship or struggle • Improve the mental health and wellbeing of PP Children • Happier families = Happier children	• All Children, including Pupil Premium Children, 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 academy • 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	£6000

RESPONSIVE SPEND

Any remaining budget – estimated around £30k (once the final PP income has been confirmed) to respond to Pupil Progress Meetings and additional needs as identified.

Proactive response will amass the majority of the budget but this spend will ensure an effective responsive approach.