

Anns Grove Primary School Pupil Premium Strategy 2019/20

What is Pupil Premium Funding and who is entitled to it?

Pupil Premium Grant (PPG) is additional funding allocated to schools that are known to have been eligible for free school meals (FSM) at any time in the last six years. The additional funding per pupil is £1320. Schools have the freedom to use this extra funding in ways that will best support raising the attainment of disadvantaged pupils of all abilities to reach their potential. Parents and Carers are urged to register their child as eligible for FSM so that the school can receive the pupil premium entitlement.

Pupil premium is also provided for children in care at £2300. This is allocated to pupils who have been 'looked after' for at least one day and for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order (as recorded in March 2017 children looked-after data return and aged 4 to 15 at 31 August 2017).

Where children have parents in the armed services the school can receive £300 for each pupil aged 4 and over in year groups from reception to Year 11. This is for any pupil who has been a service child in the last six years or in a family in receipt of pensions under the Armed Forces Compensation Scheme and the War pensions Scheme.

In summary Pupil Premium Funding is allocated by the Government based on the following criteria:

Children who apply for and currently receive free school meals due to their family circumstances (or have received free school meals within the last 6 years)

Children in the care of the local authority

Children who have been adopted

Children from a military family

In 2019/20 the school is allocated £176,800

How will disadvantaged pupils be supported at Anns Grove?

In order to raise attainment of pupils eligible for Pupil Premium Funding we:

- *Ensure access to the curriculum and wider curriculum including after school activities, music lessons and residential visits*
- *Raise pupils self-esteem and improve attitudes to learning*
- *Ensure appropriate staff are fully aware of the children who are vulnerable*
- *Monitor progress of this group of children regularly*
- *Plan for appropriate provision to be in place to support children's progress*
- *Share progress of children with parents/carers at parent's evenings.*

| Initiative | Aim/Impact/Outcome |
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| CAMHS training for key staff Jigsaw PSHE mental health and well-being training for all staff | Improved planning to meet the needs of increasing numbers of pupils with mental health and well being difficulties |
| Provide a high quality range of reading materials to increase exposure to cultural capital | Improve exposure to a wide range of texts including 'archaic' and subject specific non fiction to improve vocabulary and language |
| CPD and release time for subject leaders to develop the text/vocabulary led curriculum | Subject specific vocabulary and language is improved so that pupils are well prepared for secondary school |
| Release time for subject leaders to plan for 'cultural capital' learning and experiences throughout curriculum areas. | Opportunities embedded across subjects that will improve the life chances of disadvantaged pupils. |
| Learning Mentor who leads on attendance, working with families, PSHE and behaviour management. | To support children's self-esteem, attitude to learning, sense of well-being and enjoyment of learning and |

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| Learning mentor support for emotional well-being, behaviour, social and pastoral support | participation in school life. To support parents/carers who are concerned about their child. |
| Signposting opportunities and support for parents and carers | Parents invited to workshops to support children's learning eg. Family learning, Read Write Inc. |
| Learning mentor and Head of school support to ensure that attendance of this vulnerable group is at least in line with the attendance target for the school. | Children are in school most of the time (target of at least 96.5%) to access quality first teaching. |
| Learning mentor support to improve the punctuality of this vulnerable group | Children are in class and ready for learning at the start of the day. |
| Funding school visits/visitors/extra curricular activities/music lessons and residential visits | Children are able to participate in all aspects of school life |
| Children's participation in extra-curricular activities is monitored through tracking Provide experiences that contribute to 'cultural capital' | No charge is made for PP children access after school activities. Children not accessing any extra-curricular activities are encouraged to do so. 'Interviews' with individual children to gain an understanding of their interests. |
| Teachers/Teaching assistants provide interventions to support quality first teaching | Outcomes for Pupil Premium children are in line with non-Pupil Premium children The gap in attainment closes in all subject areas |
| A communication and language programme (LEAP) in Foundation Stage | Improve speaking and listening skills and identify early difficulties. |
| Focus on the continuous development of the Read Write Inc. phonics programme in small groups across FS2 and Key Stage 1. Older children in KS2 receive RWInc interventions | Rapidly improve and embed phonics and early reading skills in targeted small groups |
| Provide booster classes and Easter school to support learning and achievement | Achievement of vulnerable children boosted to be in line with their peers. |
| Specialist sports teaching and inclusion in competition and sports teams. | Participation in sports is high for this group leading to lifelong good health and well being |
| Purchase additional resources to support the needs of individual children such as uniform and CGP home learning books. | Children's individual needs are met |
| Additional support is targeted at points of transition (F1/F2 – F2/Y1 – Y2/Y3 – Y6/Y7) | Children are well prepared for the next phase in their education and therefore succeed. |
| Senior leaders monitor the progress of this group of children. | Senior leaders regularly hold inclusion meetings, using information from pupil progress meetings to plan for effective provision |

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| Number of pupils and PPG received | |
| Total Number of children on roll | 335 |
| Total number of children eligible for PPG (2019 – 2020) | 139 |
| Current percentage of PPG children | 42% |
| Total Amount of PPG received 2018 - 2019 | £178,800 |
| Total Amount of PPG received 2019 - 2020 | £176,800 |

Typical barriers to educational achievement for disadvantaged pupils.

- Low income households
- Home environment can be without routine, structure and consistency leading to negative behaviours in school
- Vocabulary is less extensive than the non-disadvantaged children in school, meaning they cannot express themselves or their learning clearly and coherently.
- ACE's (Adverse Childhood Experiences)
- Disrupted educational experiences including foster care and moving between schools
- Poor attendance and punctuality compared to non-disadvantaged pupils
- Inappropriate or inadequate housing
- Special educational needs/health issues or multiple needs
- Less exposure than peers to 'cultural capital' wider life experiences
- Low self esteem

Rationale: How will we spend our additional funding at Anns Grove?

Key barriers to learning

Children having multiple needs.

Some children eligible for PPG are included in more than one vulnerable group e.g. 19% are PP and SEND

EAL

28% are PP and also EAL which impacts on their ability to make accelerated progress.

Emotional and mental well-being

Some children are known to social care, are post adopted or in the care of the local authority. There are concerns for their emotional health and well-being. These children lack self-confidence and/or do not have access to the wider opportunities that their peer group experience.

Cultural capital

Many of our disadvantaged children do not have access to experiences that contribute to 'cultural capital'. Our curriculum is designed to include learning and experiences that add to their cultural capital.

Proposed actions to address barriers to learning

- Develop the curriculum across the school to include more opportunities for 'cultural capital'. This will include the provision of a range of reading materials covering a wide range of genre and access to children's newspapers.
- CPD provided for all staff focused on a text /vocabulary driven curriculum to strengthen literacy skills and knowledge of subject specific vocabulary
- CAMHS training for HT, SENDCO and LM
- Pupil progress meetings focus on vulnerable groups first
- Provision to meet individual needs will be put in place and allocated at Inclusion meetings with senior leaders
- Investment in training and resources to continually improve delivery of Read, Write, Inc to support vulnerable groups to rapidly acquire early literacy skills.
- Learning mentor support for individuals and (if appropriate) groups of children to support social, emotional and mental health needs
- EAL strategies in place to support access to learning
- Referring to and working alongside external agencies such as MAST to support children and families
- Increasing use of Communicate in Print and other visual support improves access to learning for EAL children
- SEN children provided with Wave 1,2,3 support as appropriate
- Intervention groups including phonics, reading volunteers, Communicate in Print, Precision Teaching, VIP, NIP, Social skills groups, nurture and life skills groups.
- Peer mentoring programme run by Learning Mentor.
- Paid access to extra-curricular activities from outside providers such as music lessons, art and craft and drama.
- Payment for all visits and visitors including highly subsidising residential visits in Y5 and Y6.
- Lunchtime activities are put in place to ensure additional support for vulnerable groups.
- Learning mentor and SENDCO support to identify children with multiple vulnerabilities and implement nurture and pastoral programmes to address wider and complex issues.

Aspirations

Some of the children who are eligible for PPG have lower aspirations for their future than others.

Attendance

Some of our PPG children have attendance less than our school target

Punctuality

Being in the classroom and ready for learning is important. Although most PPG children are in school on time, there is a small group who miss the first few minutes of the school day.

Interventions

Balance between providing interventions to meet need whilst ensuring children receive their entitlement of quality first teaching across the curriculum.

Diversity of Need

The needs of our children are varied and each child needs an individual approach.

Improving attainment

and diminishing the difference with peer group is a consistent focus across all subject areas but in particular literacy and maths.

- Access to a wide range of specialist sports provision and the opportunity to compete and join school teams

Development

- All teachers know implicitly the children in their class eligible for PPG. They will be aware of the attainment of those children and what they need to do to improve.
- Use pupil premium profiles for each PPG child. These will be a focus of pupil progress meetings.
- KS2 staff model good learning behaviours and commitment to improving outcomes by offering pre and post school booster sessions for Y6 pupils and Easter school.
- Senior leaders will take a lead role in checking progress of PPG children
- Provision will be reviewed regularly at Inclusion meetings between senior leaders
- Punctuality and attendance of vulnerable groups is a priority for our Learning Mentor. Actions include first day calling and follow-up; correspondence and meetings with parents and incentive schemes.
- Use of the assessment for social and emotional needs – Boxall Profile
- Provision mapping in place as a result of pupil progress meetings and subsequent Inclusion meetings
- Teaching assistants trained on the specific interventions we offer and provide before and after data to show impact
- Children working below ARE will receive interventions and their progress accelerated
- Funding will be used effectively for all pupils
- Relationships with parents will be developed to ensure there is a good partnership between home and school
- Lesson observations will have an emphasis on vulnerable groups and their quality of education
- Book scrutiny will have an emphasis on vulnerable groups
- Reinforcing Anns Grove Learning Powers in order to develop children's skills as lifelong learners and support good attitudes to learning
- Continue to develop and embed EAL provision in school, beginning with a robust assessment when a child starts at Anns Grove.
- Governors regularly scrutinise data with senior leaders to check progress of vulnerable groups
- Track progress of all PP children using our in house data management and tracking system 'Tracker+'
- Set targets for PP children to ensure accelerated progress
- Check the quality of provision for PP children regularly in book scrutinies, drop ins, observations and pupil progress meetings.
- Intervene where attainment and progress is not as expected or in line with targets
- Deployment of educational support staff to support PP children and impact on outcomes

How will impact be measured?

Raise standards for eligible pupils to close the gap on national outcomes.

Pupil outcomes in English, Maths and SPaG will be monitored half termly at pupil progress meetings and senior leaders will meet to plan appropriate provision

Outcomes for all subjects will be monitored termly

Teachers will use 'quizzing' and knowledge organisers to embed knowledge and skills across the curriculum

End of year outcomes for children in KS1 and KS2 compared with outcomes for PP children nationally

Professional evaluation of the social and emotional well-being and mental health of children – Boxall profile

The attendance and punctuality of vulnerable groups is at least in line with school targets and comparable with national.

Effective transition between phases and year groups leads to improved outcomes

Child in Need/Team around the Family meetings/LAC reviews

My Plans/EHCP reviews

Book and planning scrutiny

Improvement in EAL provision

Governors monitoring activities

Lesson observations

Monitor engagement of parents in school events (parents evenings, workshops etc.)

Feedback from pupil and parent/carer questionnaires

Progress and attainment (in lessons, within a year, between key stages)

Monitor participation in extracurricular and enrichment activities

Pupil voice across all curriculum areas

Plan for Pupil Premium Grant spending 2019-20 - £176,800

| Priority area | Approximate Spending | Desired outcome |
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| CAMHS training for key staff Jigsaw PSHE mental health and well-being training for all staff | £800 Release time and cover £900 PSHE additional resources | Improved responses to mental health and well-being issues |
| Provide a high quality range of reading materials to increase exposure to cultural capital | £3400 Enhanced book stock and resources to support planning | Understanding of a wide range of texts including 'archaic' to improve vocabulary and language |
| CPD and release time for subject leaders to develop the text/vocabulary led curriculum | £5800 Supply cover, training and resources | Subject specific vocabulary and language is improved supporting pupils into secondary school |
| Release time for subject leaders to plan for 'cultural capital' learning and experiences throughout curriculum areas. | £1800 Supply cover for subject leaders | 'cultural capital' is understood by staff and opportunities embedded across subjects improving life chances of disadvantaged pupils. |
| Develop questioning techniques in the classroom, ensuring high quality questioning for disadvantaged learners, to accelerate learning. | £1800 | Work with partner school, St Thomas of Canterbury to develop questioning techniques in reciprocal reading |
| Ensure high quality phonics teaching throughout EYFS, KS1 and interventions in KS2 | £4500 RWInc Development Days, resources and training | Embed higher than national outcomes in Y1 phonics screening check |
| Learning Mentor Support | £25,000 | Attendance and punctuality is improved and impacts on outcomes for PP children |

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| Teaching Assistant Support | £65,000.00 | Interventions impact on outcomes for pupils and narrow the gap with peers |
| Booster Teaching Easter school | £6000.00 | PP children invited to attend and achieve EXP or GDS at the end of KS2 2020 |
| Leadership time | £22,000.00 | Leaders analyse data, identify underachievement and organise interventions and improve quality first teaching to impact on outcomes. |
| Resources including reading materials, uniform and equipment | £8800 | PP children are well equipped to succeed in school |
| Extra-Curricular Activities | £10,000 | Involvement in a range of after school activities impacts on engagement with school life and improves outcomes |
| SEMH Support | £4000 (includes outreach work from external agencies) | Welfare and mental health is good and children are supported to access learning and succeed |
| Educational Visits including residentials | £7800 | Disadvantaged pupils access a range of opportunities and experiences leading to improved attainment and progress. |
| Visitors and workshops in school (History Van visits across the school and Christmas pantomime) | £3500 | |
| Curriculum development to meet the needs of all pupils and be relevant to needs. | £6000 Embed sustainable development goals and global learning. Twilight training events | The curriculum will engage learners using sustainable development goals to link with real world events. Attainment and progress will improve through engagement with a relevant curriculum. |
| Total spend | | £177,000 |