



PUDSEY PRIMROSE HILL PRIMARY SCHOOL

Pupil Premium in 2020-2021

We have been allocated £79,355 for the academic year 2020-2021. This is generated by 59 pupils and is an increase of £9,395 from 2019-2020. We receive this money in instalments and these funds are in addition to the main school budget.

Funding will be allocated in line with the Pupil Premium strategy agreed by Governors with a focus on raising standards for disadvantaged pupils.

Almost a quarter of our pupils who are in receipt of Pupil Premium Funding are also on our SEND register and so support is needed in order to help them overcome additional barriers to learning.

In Early Years we identify those pupils who have been in receipt of funded provision for two year olds as a group of vulnerable pupils, pending an allocation of Pupil Premium Funding. We also take account of those who have older siblings in school who are funded through Pupil premium as this is an indicator that pupils in EYFS may also be eligible by January in Reception class.

Priority: To narrow the disadvantage gap by raising attainment of pupils from low income families and those post CLA. We recognise that not all pupils who are socially disadvantaged qualify for free school meals and that not all pupils in receipt of pupil premium funding are socially disadvantaged.

We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged and/or are of a vulnerable nature.

Success Criteria:

Targeted additional support which enables all pupils, however financially or socially disadvantaged to:

- improve attainment levels and rate of progress
- close attainment gap relative to school averages for non-PP and non-LAC averages
- have full access to curricular and extra-curricular activities

All of our work through the pupil premium will be aimed at closing gaps, this will predominantly be aimed at closing attainment gaps but may also be aimed at providing additional opportunities / experiences for pupils.

Barriers to learning:

The main barriers to learning for some of our disadvantaged pupils when compared as a group to non-disadvantaged pupils are:

- Poor literacy, numeracy and communication skills
- Narrow life experiences
- Lack of resources
- SEMH needs
- Family Circumstances
- Lower attendance

All of our work to address the specific needs of disadvantaged pupils will be aimed at closing gaps through addressing the barriers outlined above.

We have allocated the 2020-2021 funding as follows:

| Specific Actions | Anticipated Cost | Total |
|---|--|---------------|
| Provide release time for senior staff (SENCo / Strategic lead for catch up) to evaluate the effectiveness of current plans for disadvantaged pupils and plan interventions, support key staff in planning and delivery etc. | £2,000 per term | £6,000 |
| Providing individual and very small group work with an experienced TA focussed on overcoming gaps in learning. (KS2) | 0.5 TA at Scale B1 £12,000 | £12,000 |
| Increase TA by appointing an additional 0.5 TA to work on specific interventions throughout KS1 thus improving the range and quality of interventions offered to support pupils in Reading, writing and maths. | 0.5 FTE Teaching Assistant at Scale B1 £12,000 | £12,000 |
| Increase staffing ratio in Nursery to take account of the emerging needs of some of the younger vulnerable pupils in terms of Speech and Language and PSED. This will address the learning need of pupils in receipt of PP and other pupils experiencing difficulties with S&L and PSED | 0.5 FTE TA at Scale B1 (funded X0.5 from PP budget and X0.5 from School budget.) | £6,000 |
| Maintain the increase in hours for family Liaison Officer to address issues surrounding family circumstances, parental support and attendance. | X0.3 FTE Scale C1 | £4,500 |
| Provide effective CPD for teaching assistants on specific interventions: to address issues on the SEIP (This will benefit pupils who are PP as well as those that are not.) | Notional costs of CPD time (x6 hrs per week = 12 staff 30 mins CPD per week) | £5,250 |
| Continue to fund high quality training for teaching assistants on SEMH interventions to support pupils in receipt of PP funding who have SEMH issues as well as pupils who are not PP. ELSA, Talking and Drawing, Treehouse | Training costs £800 and cost of TA time notional X4 hours per week | £4,300 |
| Purchase reading plus and associated licences to develop reading fluency and reading comprehension in KS2 | £6,000 (for 3 years) cost per year £2,000 | £2,000 |
| Purchase times tables on line practice to develop, speed, accuracy and mathematical fluency. | £350 | £350 |
| Provide free of charge family engagement opportunities in the school hub, (Pre-school groups; parenting support; stay and play, story sack, music and movement This offer is currently paused due to coronavirus but will resume as soon as it is safe to do so) | 0.5 FTE TA at B1 from Feb 2020 | £6,000 |
| Increase in hours of Extended Services manager to co-ordinate increased extended services offers and increasing number of pupils attending. | 5 hrs per week | £1,500 |
| Fund / subsidise wrap around care and holiday club places free of charge to vulnerable families. | £6,000 | £6,000 |
| Provide a range of funded experiences to broaden horizons for pupils eligible for FSM or of hard pressed means such as opportunity to play a musical instrument free tuition, visits out of school etc. | £2,500 | £2,500 |
| Provide subsidies towards visits, experiences and residential opportunities for pupils eligible for FSM or of hard pressed means and small group visits for pupils in EYFS or more-able pupils in all year groups. | £2,500 | £2,500 |
| | | 70,900 |

The additional £8,455 will be allocated to support any disadvantaged pupils to 'catch up' having been absent from school as a result of the COVID-19 pandemic. This will include additional HLTA time to release teachers to provide small group and individual interventions. These funds will also provide access to blended learning support for any child who needs to learnt at home, which may include printed resources etc being delivered to their home.

2019-2020 Impact of Expenditure

The impact of this expenditure was measured initially by termly review of attainment and progress but lockdown and school closure in March meant that data was only available for term 1 of the year. The following brief summary is based on what can be evaluated given the circumstances of the year.

- ✓ At the time of school closure, teacher assessments (supported by practice SATs) indicated that the % of pupils in receipt of Pupil Premium funding achieving ARE would be; Reading 85.7%, Writing 71.4% and Maths 85.7%. Reading, Writing and Maths combined 71.4%.
- ✓ Monitoring of the Number bonds and Times tables by the Maths leader showed progress across all year groups; with interventions planned for identified pupils.
- ✓ Work scrutiny of pupils in receipt of PP completed in Dec 2019 and March 2020 found no evidence of poorer presentation or care in their work than children who are not in receipt of PP funding.
- ✓ Focused interventions and additional support have had a positive impact on attainment, progress and well-being of vulnerable pupils in lessons. Additional staff has increased staff to pupil ratios has had an impact on the speed at which barriers to learning can be identified and responsive interventions planned. School tracking completed in term 1 of the impact of interventions across school shows that the group of pupils in receipt of pupil premium funding are making good progress in all year groups.
- ✓ There has been a greater focus this year on meeting the needs of pupils and the families of children with SEMH needs and this work has continued during partial opening and wider opening. Staff training on Tree house and talking and drawing has been beneficial in developing staff knowledge and skill. This in-school small group and individual support as well as managed recreation times has supported identified pupils who have made good progress in developing resilience, positive relationships and improved attitudes to learning. Attendance has improved and so has progress and academic attainment.
- ✓ During school closure, staff trained in SEMH (ELSA, Emotional Literacy therapy etc) kept in contact with the children they worked with over the telephone and via email. This support was highly valued by the parents of these children and supported the children once they returned to school.
- ✓ There was an initial increase in the engagement of families using extended services, in particular stay and play type sessions and parenting support including Family Links work. This enabled more pupils to be Nursery ready and settle confidently into the setting. Parents have told us that they have felt better supported and more-able to address the SEMH and PSED needs of their children. This work was paused in March 2020 due to virus transmission risks.

- ✓ Provision of free school meals, grab bags and hampers for disadvantaged pupils continued throughout the period from March to September. Staff were involved in collecting, compiling, and delivering this food to families not attending school.

- ✓ Support for vulnerable families via before/ after school places and holiday provision has been welcomed by parents who have given positive feedback to the extended services manager and school staff. This opportunity has provided routine, social interactions with other children during school holiday periods and for a number of children has ensured that they have been at school on time and ready to learn. This offer continued for vulnerable pupils throughout the whole of lockdown, partial re-opening and wider opening of schools.