



PUDSEY PRIMROSE HILL PRIMARY SCHOOL

Pupil Premium in 2019 -20

We have been allocated £69,960 for the academic year 2019 -20. This is a reduction of £14,460 compared to 2018-19 as there has been a reduction in the pupil premium cohort (now 53 pupils compared to a previous 61 pupils). We receive this money in instalments.

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:

- Poorer 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 2019 -20 funding as follows:

Specific Actions	Anticipated Cost	Total
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 with a particular focus on raising attainment of more able PP pupils.	X0.5 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	0.5FTE 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 identified in the school improvement plan (This will benefit pupils who are PP as well as those that are not.)	notional costs of CPD time X6 hours per week = 12 staff 30 mins CPD per week equivalent)	£5,250
Continue to fund high quality external 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 £3,500	£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)	X0.5 FTE TA at B1	£12,000
Increase in hours of extended services manager to co-ordinate increased extended services offers and increasing number of pupils attending.	5 hours per week	£1,500
Fund / subsidise wrap around care and holiday club places free of charge to vulnerable families.	£5,000	£5,000
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.	£3,000	£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.	£3,000	£2,500
		£70,900

An extra £1,000 will be contributed from the school budget as the initial budget for Pupil Premium funding will not cover all the anticipated costs.

Desired outcome:	Chosen action / approach:	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead:	When will you review implementation:
<p>Providing individual and very small group work with an experienced TA focussed on overcoming gaps in learning. (KS2)</p>	<p>Same day interventions with specific tasks generate from QFT, particularly in maths.</p> <p>Planned interventions to address gaps specifically identified (e.g. KIRF, Phonics, low reading fluency etc)</p>	<p>Addressing any misunderstandings in knowledge immediately, or as soon after the lesson as possible, in order to prevent gaps in learning.</p> <p>Gaps that have already been identified are specifically taught, directed and delivered by class teacher as well as TAs.</p>	<p>Monitored by class teachers ongoing as well as part of the SLT monitoring calendar. Progress of PP children tracked in line with school calendar and PP children identified at Pupil Progress meetings where interventions are evaluated.</p> <p>Intervention timetable shows allocated time for these interventions to take place. Interventions reviewed at Pupil Progress meetings.</p>	<p>AHTs for each phase. SLT</p>	<p>Termly through Pupil Progress meetings.</p> <p>SLT monitoring of PP pupils' books (Feb 2020).</p>
<p>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 with a particular focus on raising attainment of more able PP pupils.</p>	<p>TA distribution across KS1 allows for individual reading 1-1 sessions for pp children as well as same day interventions generated from QFT.</p> <p>Class teacher identification of pp pupils with potential to achieve above ARE.</p>	<p>Allocated time for 1-1 reading for pp children will increase the amount of time they read with an adult.</p> <p>Same day interventions to ensure gaps do not develop in pupils' knowledge and understanding.</p>	<p>Class teachers, under the direction of phase leaders, to identify pp children for 1-1 reading support. Progress of PP children tracked in line with school calendar and PP children identified at Pupil Progress meetings where interventions are evaluated.</p>	<p>Inclusion Manager Phase Leaders Class Teachers</p>	<p>Half termly reviews of reading progress by class teachers.</p>
<p>Maintain the increase in hours for family Liaison Officer to address issues surrounding family circumstances, parental support and attendance.</p>	<p>Family Liaison Officer (FLO) is visible to all parents in the playgrounds every morning.</p> <p>FLO is the 'go-to' person for families needing support.</p> <p>FLO is the attendance</p>	<p>Clear communication between home and school via FLO is essential. Families know the FLO and relationships between home and school are sustained.</p> <p>The FLO has oversight</p>	<p>FLO timetable includes allocated sessions for this role.</p> <p>FLO reports to HT/DHT directly concerns or issues raised by families or attendance concerns.</p>	<p>JJ, LW and KD</p>	<p>Half termly review between JJ and KD/LW</p>

	officer and by developing relationships with families can support increased attendance for those vulnerable children.	of all attendance concerns and can address these immediately as they arise. FLO monitors attendance using Scholar Pack.			
Fund high quality training for teaching assistants on specific interventions: Reading Plus; Use of visual images to support maths; fluency and reasoning in maths; spelling etc as these are issues identified in the school improvement plan and will benefit pupils who are PP as well as those that are not.	<p>Training for TAs at PDMs to ensure all staff working with children are familiar with the e-learning apps and online programmes in order to support all pupils when using them.</p> <p>TA PDMs include aspects of WRMH training to support TAs' subject knowledge and understanding of the importance of Concrete, Pictorial and Abstract stages of pupils' knowledge and understanding in maths.</p>	To ensure all staff working with children have secure subject knowledge as well as understanding of e-learning opportunities used by children in order to support their learning.	<p>TA PDM timetable (Bi-Weekly meetings).</p> <p>Phase Leaders and DHT to address training needs of TAs not met by TA PDMs.</p> <p>Monitoring of E-Learning opportunities by phase leaders and HT/DHT.</p>	Phase Leaders and HT/DHT. Subject leaders to provide training as appropriate.	TA's feedback after PDMs and any further training needs addressed.
<p>Purchase Reading Plus and associated licences to develop reading fluency and reading comprehension in KS2 (reading Eggs purchased for KS1).</p> <p>Purchase times tables on line practice to develop, speed, accuracy and mathematical fluency.</p>	E-Learning platforms to be used in a systematic and rigorous way to ensure pupils have access to these learning tools in order to practise key skills.	The E-Learning platforms that have been chosen have been carefully researched to provide child-friendly access to skills practise. In additional all platforms provide teachers with the ability to individualise the programme for the children in their class. Teachers can set the level of challenge as well as easily track children's progress, making any	<p>Class teachers to initially set up. Subject leaders to monitor usage and track progress (using the online tool).</p> <p>Timetables identify time slots throughout the week including additional time for pp pupils to access E-Learning platforms.</p>	Class teachers Phase and subject leaders	<p>Progress reviewed at Pupil Progress meetings.</p> <p>Usage monitored at least half termly by subject leaders.</p>

		adjustments easily and quickly for all children.			
Continue to fund high quality external 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	These interventions have been seen to have had a significant impact on SEMH issues over the past year.	The increase in SEMH issues throughout school and in particular of pupils in receipt of pupil premium has highlighted that these interventions and the training associated is essential.	Review of interventions by Inclusion Manager to ensure pupils have access to the interventions they need. SEMH interventions are timetabled and reviewed in accordance with the programmes followed. SEMH support offered to specific children on an ad hoc basis throughout the school day (lunch time drop-ins, worry box etc).	Inclusion manager FLO	Review to take place on an individual pupil basis (or small group if the intervention is delivered this way).
Provide free of charge family engagement opportunities in the school hub, (Pre-school groups; parenting support; stay and play, story sack, music and movement)	Pre-School, story time etc groups to continue due to the success and popularity of this provision for families associated with school.	This provision has been successful in engaging families with young children and those with siblings in school to provide early access to school's expertise and resources to support families.	Extended Services manager and SLE for Early Years work closely to ensure this provision is addressing the needs of the community. Any additional groups will be identified and potentially added to the provision.	Extended Services manager. SLE Early Years.	Review the popularity of each group twice a year.