

Creech St Michael C of E Primary

REVIEW of PUPIL PREMIUM GRANT EXPENDITURE PLAN 2019-20



“Together, we love, learn and grow.”

NOTE

It has been more difficult than usual to assess the effectiveness of our spending of the Pupil Premium Grant due to the partial shut down of schools due to Covid-19. Many measures put into place were not able to continue through “shut down” and assessment data has been based on teacher assessment rather than external tests. For some pupils who were not in school for the summer term, assessment was last accurate at Easter and our school has had to make predictions about attainment.

The PUPIL PREMIUM provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years
- who have been continuously looked after for the past six months
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
- Whose parents are currently serving in the Armed Forces, or whose parent/guardian is in receipt of a pension from the MoD (SERVICE PREMIUM)

Schools are held accountable for the spending of these monies and performance tables will record the achievement of disadvantaged pupils covered by the funding. Creech St Michael School is committed to providing effective resources and ensuring vital support is in place for these children.

PRINCIPLES:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

OVERVIEW OF THE SCHOOL ACADEMIC YEAR 19-20:

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll (Census Oct 2018)	275
Total number of pupils on roll (Census October 2019)	273
Total number of pupils eligible for PPG (Deprivation FSM Ever 6)	44 on census but 42 Sept 19
Pupils eligible for Pupil Premium Plus	3 rising to 5 (TBC)
Pupils eligible for Service Premium	8 rising to 9 in September 2019
Amount of PPG.EVR6 received per pupil	£1320
Amount of PP+ received per pupil	£2300
Amount of Service Premium received per pupil	£300
PPG.EVR6: 44 x £1320	£58080
PP+ : 3 x £2300	£6900
Service Premium: 9 x £300	£2700
Total amount of PPG received (April 2019)	£67,680 anticipating a little more with changes to pupil numbers in the categories

*PPG is allocated on a financial year basis; reporting will be in line with the academic year. It will be usual for the school to be carrying forward spending from one school year into the next.

YEAR GROUP	NUMBER OF PUPILS FOR WHOM PPG FUNDING IS ALLOCATED (As at October 2018)
R	7
1	3
2	2
3	6
4	9
5	7
6	10
	46

KEY PRIORITIES:

Objectives in spending PPG: From our analysis of pupil achievement from 2018-19 and other self-evaluation activities, our key priorities to maximise the impact of this funding are:

- To increase the proportion of pupils (in receipt of PPG) who are learning at expected levels or better in English (reading, writing and GPS) and maths.
- To improve the basic skills amongst pupils who receive PPG (including spelling skills, phonic knowledge, use of basic grammar for writing)
- To ensure that pupils receive the best possible start to their education in EYFS and that pupils in receipt of PPG are supported to achieve or exceed a good level of development
- To ensure emotional barriers to learning are reduced or eliminated
- To ensure attendance for pupils who receive the PPG is at least in line with school percentages overall and gaps between PP and non-PP is reducing.
- To ensure pupils who are PP and SEN are tracked and targeted with specific interventions.
- To build up resilience and a willingness to persevere in those disadvantaged children who give up easily
- To maximise parental engagement and support for learning across the school
- To build self esteem.
- To provide curriculum enrichment opportunities.

Specifically for 2019-20:

1. To minimise the acknowledged “word gap” between those children who are funded and those that are not.
2. To engage, enthuse and improve the standards of reading for children who are funded.
3. To ensure that eligible pupils in Year 3 are given strong support to reach ARE
4. To assist children who find it difficult to form friendships and maintain positive relationships
5. To maintain the improvement of attendance and punctuality of pupils who are in vulnerable groups

BARRIERS TO RAISING ATTAINMENT:

- SEMH needs of pupils
- Attendance of some pupils
- Behaviour for learning (confidence, resilience) linked to self-regulation
- Special Educational Needs
- Low aspiration by some groups

- Lack of parental engagement

This plan will seek to address its overall key priorities through the following allocations.

Actions identified specifically for 19 – 20 (numbered above) are outlined in more detail further in this report.

Overview of Spending of Grant Linked to Nature of Support 2019-20				
Support	Item/Project	Basis of Calculation	Proposed Cost	Intended Outcomes
Staffing	To support effective staffing structures:			
	Teacher led intervention JE	6 hrs per week	£8,988	Short highly focused teacher-led interventions and opportunities to discuss/collect evidence of progress, resulting in children making good progress and closing gaps between PP and non-PP ch. All target children to attain academic targets. Teacher teaches group and plans the work of TA for days she is not in. This was highly effective. The teacher concerned is very skilful at breaking learning into small measurable chunks and keeping thorough records. These records evidenced clear progress. Pupils in Year 2 made good gains in the time she worked with them.
	SENCo	3.5 hrs per week	£4,961	Additional time for SENCo/Emotional Wellbeing Lead to meet parents, run extra EHAs and carry out Team Around the Child meetings for vulnerable pupils and to ensure that special educational needs are being met so that vulnerable children are being supported well, in conjunction with parents and outside agencies. This worked successfully and allowed the senco to advise parents how to help their children and to make links with support agencies with the necessary expertise.
	ELSA support and nurture assistant	Full time	£14,700	ELSA to meet SEMH needs of PP ch; devise programmes to help with social skills, anger management, self-esteem, confidence issues and friendships.
			£2,660	ELSA works with parents too. Some of the pupils she worked with were much more able to regulate their emotions and felt that they had a voice. The ELSA continued through lock down to make contact with the families of most children who had

	- Counsellor to work with PP ch - Teaching Assistant support for PP ch - Traveller service	One afternoon a week Identified sessions and lunchtime	£3,546 £460	been receiving emotional support in this way. Pupils going through tough times have a caring professional who is separate from the school and will be confidential unless there is a safeguarding concern. This was quite costly as it only provided support for the children in the most challenging circumstances. It was, however extremely beneficial in supporting an eligible child struggling with a bereavement and also eligible pupils who were struggling with transition to secondary school. Another child has a very difficult relationship with her mother and this provision helped considerably. PP TA to have designated time to read with, extend vocabulary and develop interests of PP children. Also to build up resilience and aspirations. LH did some very valuable vocabulary work which made a difference to the ability of the children to express their needs and to understand instructions . Homework Club available at lunchtime to support PP ch who may require additional time/support. Pupils who struggled to do homework at home were able to have a quiet opportunity to do homework successfully and able to feel the same as the other children. There is an improved relationship between home and school. This was (unexpectedly) centrally funded but offers opportunities for traveller families and school to understand each other's perspectives.
Training	Training of staff to meet needs as they arise e.g Theraplay	As identified by need	£380	Updates to Theraplay training did not occur due to covid but are scheduled for Autumn term.
Visits and Activities	Trips, residential and forest school type activities.	48 children X 3 trips 10 pupils to Kilve	£2,940	Ensure that eligible families can be supported to ensure that children can attend all school trips and costly residentials in order to support their learning, resilience and confidence.

		10 Year 4 summer residential		Children enjoyed the activities such as Kilve etc and thrived on the opportunity to be away from home in a new and challenging environment. For some it was the first time away from home. The Year 4 residential did not occur. We hope that there will be another opportunity if it becomes safe enough to do residential visits later in the year.
Vulnerable Pupils	SDP Focus – teaching and learning resources –		£1,024	Materials to support extending vocabulary and engaging children in reading. All PP ch pupils to read widely with increasing stamina and inference, making good progress in reading, reading widely and with pleasure. Pupil premium children were given high priority reading. Gains were being made but unfortunately it appears that these gains have been lost over the summer term – with further gaps becoming evident.
Catering	Free School Meals for KS2	Up to 33 children at £2.80 per meal x 190 weeks	Up to £17,556	Pupils have access to a hot nutritious meal each school day. Children had access to hot school meals. There is now a new provider with higher standards of food. We hope that the take up will increase. Pupils eligible for pupil premium funding received food vouchers throughout the summer term and holiday from ASDA.
Food and Drink	Free milk for PP ch	20 ch at 0.20p per day x 190 days	£900	Achieved
Uniform	Cost of uniform for those who need it.		£100	Support with buying clothing and shoes was there for those who needed it.
Enrichment	Music lessons	15x income related music lessons Average £50 per half term X3	£2250	Encourage PP ch to take on musical tuition where it may not otherwise be achievable. Allow children to find their talents. The uptake for this was good. The performance assemblies showcased some of the musical talent in our school. Many of these pupils received lessons through the funding and two children attained music awards at the end of the year

	Extra-curricular clubs including after school club - Smileys	25 x £4.00 pw x 38 weeks	£7,296	Encourage all pupils including the more able to take up enrichment opportunities at subsidised or no cost. Again the uptake for this was good. Lots of children chose sporting opportunities. Ensure that children's access to enrichment is not restricted by cost and the % of children accessing clubs increases. The funding allowed some pupils to attend breakfast club – setting them up well for the day and ensuring that breakfast was eaten. The social aspect of after school club benefitted some children immensely and supervisors sometimes also helped targeted pupils with homework.
--	--	--------------------------	--------	---

£67,680

SPECIFIC AIMS FOR 2019-20

PROPOSED EXPENDITURE OF ADDITIONAL FUNDING

AIM	RESOURCES and Tasks	COST	SUCCESS MEASURE
To minimise the acknowledged “word gap” between those children who are funded and those that are not. To engage, enthuse and improve the standards of reading for children who are funded.	Focused intervention by JE and LH. Story time at least three times a week. Use of story sacks Theraplay Dolls House Lego Library visit New book boxes	Staff time, story sacks, puppets Puppet theatre library trip	Children are able to sustain conversations, talk in sentences, role play and tell stories. Pupils are interested in books and move up the book bands, comprehension improves. Children loved the story sack created by Mrs Howlett and her team of helpers. They were highly engaged and this extended vocabulary well. Gains have not necessarily been maintained through lock down.
To ensure that eligible pupils in Year 3 are given strong support to reach ARE	Well targeted teaching – TA time. Interventions	Teacher intervention	% at ARE increases This is hard to judge in the context of the school year only effectively being two terms.
To assist children who find it difficult to form friendships and maintain positive relationships	PSHE programme- new resources. Books and games	Time with Kymm	Records of ELSA, discussion with children, lunchtime staff and class teachers. This was successful overall although some pupils were harder to reach.

To maintain the improvement of attendance and punctuality of pupils who are in vulnerable groups	Monitor attendance of Pupil Premium children at least half termly with head being aware of all occasions when targeted individuals are absent. Time with ELSA and traveller support if applicable.	Time of admin staff, head and ELSA. Buy back services from attendance and traveller support.	Attendance percentages improve and are in line with attendance for all pupils. A great deal of time was spent monitoring attendance and in support of a few families that really struggled to get the children to school on time. A range of strategies were used. The school engaged with support services to maximise attendance in a few instances..
ONGOING – to minimise attainment gaps between those eligible for Pupil Premium Funding and those who are not.	Focused intervention by JE – short and time bound. Reading at least three times a week. Tracking and frequent evaluation. Standardised tests Homework club	Staff time	Data shows that gaps are diminishing – as tends to be the case through KS2 when measures have been continued over time. Please see the information below which is based on teacher assessment and estimates.

Attainment of Year 6 Pupils 19-20 Teacher Assessment

- There were 40 pupils in the cohort.
- 9 of these received Pupil Premium Funding. This equates to 23%
(data from FFT aspire)

	Reading		Writing		Maths	
	Scaled Score	Value Added	Scaled Score	Value Added	Scaled Score	Value Added
All pupils	107.0	+0.8	107.3	+1.0	106.2	+0.5
PP Pupils	104.1	+1.7	107.4	+4.6	104.1	+1.2

	Reading		Writing		Maths	
	% ARE	Greater Depth	% ARE	Greater Depth	% ARE	Greater Depth
All pupils	93%	35%	83%	20%	86%	28%
PP Pupils	80%	20%	70%	30%	80%	30%
National	73%	27%	78%	20%	79%	27%

Pupils reaching the expected standard in all of Reading, Writing and Maths is 78% for all pupils who were in Year 6 in 19-20.

The percentage for the 9 pupil premium children is 67%

Although the attainment of Pupil Premium pupils is below that of all pupils in our school, it is above national figures in reading, equal to national in maths and not far below in writing. Progress is very good in all three subjects.

There are only 4 pupils in Year 2 eligible for pupil premium funding so the percentages reaching expected standards will not be published in this report.

PLAN FOR THE SPENDING OF THE SERVICE PREMIUM

PLAN FOR THE SPENDING OF THE SERVICE PREMIUM

Please refer to our pupil premium policy

This year we have 9 pupils who are from service families.

The highest concentration is in Spider Monkey Class - Year 2

where the teacher is highly aware and sensitive to how this might impact upon the pupils.

- Children will access our ELSA trained teaching assistant when there are worries or if the family member is being deployed.
- A bank of resources to use continues to be built up.
- Music lessons for those wishing to take them up.
- Teaching assistants are assigned to plug gaps if a child has had high mobility.
- Individual needs are considered such as extra reading, social groups if needed.

Pupils of service families were supported when they needed it. The ELSA had occasion to work with several children during the year. Music lessons were accessed by some.

HOW PUPIL PREMIUM SPENDING WILL BE MONITORED

- Analysis of data of Pupil Premium pupils compare to those who are not Pupil Premium and other Pupil Premium children nationally.
- PP lead to meet/report to the Pupil Premium governor termly
- PP lead to work with a colleague from another school to ensure that our use of the funding is effective
- Termly tracking and evaluation of interventions
- "Pink pockets of progress"
- Termly Pupil Progress meetings with teaching staff to review PP children
- Meetings with outside agencies where relevant
- Termly monitoring of attendance and punctuality; participation in clubs; music tuition.
- Discussions with ELSA and Senco – wellbeing lead.
- Discussions – pupil conferencing.

Our Pupil Premium governor was proactive in meeting with the two teachers who are responsible for Pupil Premium children in our school to monitor provision. He accessed records of teaching and learning activities from the intervention teacher.

