

Pupil Premium Spending Report 2019 - 2020



COVID-19

Typical service was significantly disrupted between March 2020 – July 2020 when the government enforced a school closure due to the worldwide COVID-19 pandemic. Progress data gathered in the spring term has informed this review and is included as an appendix to this report. Unspent money that was designated to children in receipt of pupil premium funding for 2019-20 will need to be used in 2020-21 to account for the increasing gap that the closure of schools will likely have resulted in.

Explanation of terms used regularly in this report:

LAC – Looked After Child – A child who is in the care of the local authority

PP – Children who qualify for pupil-premium funding

Non-PP – Children who do not qualify for pupil-premium funding

Pupil Premium (including LAC and previously LAC)

2019-20 Allocation: £51480

Pupils on Roll in Autumn 2018: 97	Number of Pupils eligible for PP funding: 52 (of which 5 are LAC and 7 are PLAC)	Percentage of PP: 54%	Percentage of non-PP: 46%
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What are the potential barriers faced by eligible pupils?

Low attainment on entry to school due to learning difficulties and/or SEMH needs.

Diagnosed speech and language difficulties have high prevalence in this group.

Lack of resilience /social, emotional and mental health issues / attachment issues experienced by some PP children often inhibit access to learning.

High levels of school mobility due to behaviour challenges.

Lower opportunity to listen to reading or be surrounded by books in the home.

Family challenges and lack of enrichment experiences.

For some PP children high levels of safeguarding concerns and lack of parental support.

What are the desired outcomes of pupil premium funding?

Higher rates of rapid progress across the school for PP children

Development of resilience and increased mental health

More stable family backgrounds

Individualised Instruction

Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.

The Sutton Trust's Education Endowment Foundation effectiveness score: +3

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/>

Approach	Description of Desired Approach	Cost	Estimated Impact	Actual Impact/Evidence (Review July 2020)	Overall Cost benefit
Bespoke interventions to meet the needs of all pupil premium pupils.	Teachers and TAs deployed to work on specific individual targets (derived from IEPs and EHCPs) on a 1:1 or small group basis, daily.	£3799	This will enable wellbeing and academic progress.	Spring analysis shows that the wellbeing of PP is equal to non-PP. PP outperform non-PP in the wellbeing curriculum, EYFS curriculum and reading. Non-PP outperform PP by 8% in writing and by 15% in maths. Focus would have been on writing and maths if schools had remained open and this should be the focus for PP moving forward.	Yes

Reading Comprehension Strategies

Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves

The Sutton Trust's Education Endowment Foundation effectiveness score: +6

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>

Approach	Description of Desired Approach	Cost	Estimated Impact	Actual Impact/Evidence (Review July 2020)	Overall Cost benefit
CLPE The Power of Reading Package	Purchase to further improve the quality of teaching reading.	£300	This should impact on the reading ability of the children.	Spring analysis shows that PP outperform non-PP in reading.	Yes

Parental Engagement

The EEF defines parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.

The Sutton Trust's Education Endowment Foundation effectiveness score: +3

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>

Approach	Description of Desired Approach	Cost	Estimated Impact	Actual Impact/Evidence (Review July 2020)	Overall Cost benefit
Subscription to Seesaw to aid home/school communication	Use of Seesaw App to facilitate better communication with families.	£400	Due to the majority of children arriving to school on school transport it is difficult to communicate regularly with parents. By using the Seesaw App, children and teachers will be able to directly communicate with families. This has already been used with positive results so we are confident that this is a good investment.	This became even more vital during the period of school closure and was used as an essential tool to remain connected to our children and families and provide home learning opportunities.	Yes
Family Support/Pastoral Manager	Employment of a full-time pastoral manager to ensure that PP children thrive in a safe and caring environment.	£9710	The pastoral manager will be able to support families with parenting, mental health, finance, low level safeguarding concerns and general support. This will have a positive effect on the emotional wellbeing of the children, enabling them to learn better.	This role became even more significant during the period of school closure and the range of responsibilities were increased to ensure that the most vulnerable children were provided with free school meals and provided with additional pastoral support.	Yes

Social and Emotional Learning

Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students understand themselves, work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.

The Sutton Trust's Education Endowment Foundation effectiveness score: +4

Approach	Description of Desired Approach	Cost	Estimated Impact	Actual Impact/Evidence (Review July 2020)	Overall Cost benefit
Occupational Therapy	OT will observe and work with PP children and recommend strategies and resources to support. OT will also offer specific and in-depth support to PP children with significant difficulties. E.g. sensory regulation assessments	£3500	The children will be supported with OT and sensory needs which will support emotional regulation to enable them to develop socially and emotionally and ultimately progress with academic learning.	Spring analysis shows that the wellbeing of PP is equal to non-PP and PP outperform non-PP in the wellbeing curriculum. Ensuring that the sensory needs of the children has contributed to their overall wellbeing and ability to learn.	Yes
Occupational Therapy Resources	Purchasing of specific resources recommended by OT to support the children's access to learning and emotional regulation.	£2000	Purchased resources will support the children to engage with learning and be able to regulate emotionally.		Yes
Play Therapy	Employ a qualified Play Therapist to support and enable children to understand and express emotions and experiences appropriately. Play therapist will also work with families in order to help parents/carers to build a positive relationship with their child.	£5000	Children will be able to identify and process their emotions. Relationships with care givers will be further developed. Self-awareness and reflection skills deepened to support wider relationship building.	Due to the disruption caused by COVID-19 many children had to unexpectedly pause therapy sessions. There is therefore a significant percentage of this particular budget that it left unspent. This can be used to increase the number of available sessions in 2020-21 in order to benefit those children who have struggled most as a result of school closures.	Yes
Lunch clubs and high levels of lunch time support.	Provide high quality cover for lunch time support with trained staff to allow for SEMH needs to be met.	£6200	In previous years, this has shown to improve behaviour during the afternoons so we expect this year that behaviour data will show the	We need to develop this system further within class bases for even more nurture and support. COVID has enabled us to assess this need more fully.	Neutral

			same high percentage of greens for the afternoon sessions.		
School Trips Enhancement	Subsidise some of the school trips to give our PP children the opportunity to experience activities that can support their learning in the classroom that they may not otherwise be able to afford. This included the extensive 'World of Work' package offered to the children in Upper Department.	£1000	Children will be able to take part in school trips which will enhance knowledge, support learning, broaden life experiences and further develop socially.	Pre-COVID trips took place which enhanced life experiences.	Yes
School Bus	Subsidise school bus costs in order to transport the children to the activities described above.	£2485	As above	As above	Yes
Implementation of trauma supportive strategies	Training to be delivered to whole staff in trauma supportive strategies.	£2825	All staff will be competent in the use of trauma supportive strategies ensuring that a consistent and supportive approach is used throughout school. It is anticipated that this will impact positively on wellbeing and learning.	Increased use of trauma sensitive strategies. Needs to be consolidated when school reopens.	Yes
Purchase of Motional Assessment tool	Motional assessments will be carried out and interventions planned to meet gaps in early emotional development.	£200	Children will be able to develop in areas of early emotional development.	Ability to track progress evident but needs to continue when school reopens.	Yes
Donkey therapy for identified children.	Identified children to visit a donkey sanctuary weekly in three blocks of 6 weeks to support anxiety reduction and self-regulation.	£2010	It is anticipated that this will increase the skills in self-regulating and therefore impact on wellbeing and learning.	For the part of the year that this happened, some therapeutic outcomes were noticed but this was cut short due to COVID.	Yes

Behaviour Interventions

Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues.

The Sutton Trust's Education Endowment Foundation effectiveness score: +3

Approach	Description of Desired Approach	Cost	Estimated Impact	Actual Impact/Evidence (Review July 2020)	Overall Cost benefit
Behaviour Support	The use of a specially trained behaviour support worker to support children in crisis.	£9289	The behaviour support worker will enable the children to receive additional support at times of crisis which will enable them to emotionally regulate and return to a fit state for learning.	Behaviour support worker has predominantly focussed on prevention of and debrief following incidents. This is a vital role in the school which has contributed to a reduction in incidents.	Yes
Pivotal MAPA	All staff trained in the use of Pivotal MAPA to support the children to communicate through positive behaviours. This includes an additional member of staff trained to instructor level.	£1512	Staff will use a range of de-escalation strategies to promote positive behaviour. Impact will be shown through reduced incidents and increased regulated behaviour.	As above	Yes

Other Approaches

Approach	Description of Desired Approach	Cost	Estimated Impact	Actual Impact/Evidence (Review July 2020)	Overall Cost benefit
Breakfast Provision	Magic Breakfast contributions to enable children to have sufficient breakfast in the morning.	£800	There is research that shows that children learn better when they are not hungry, therefore we estimate the impact of this to be positive on learning. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/	We have been able to start each day knowing that every child has been fed which has enabled the children to be ready for learning. During COVID we were able to deliver breakfast items to FSM children in addition to their voucher entitlement.	Yes

Identifying Pupil Premium	Receive support from the local authority to better identify children eligible for PP funding.	£450	This will enable as many children as possible to benefit.	Without this service we wouldn't be able to identify the children promptly.	Yes
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LAC Pupil Premium

2019-20 Allocation: The school can bid from a pot of money held by the Virtual School that equates to £1900 per pupil. Bids are accepted three times a year for individual pupils with estimated impact linking to outcomes of EPEPS. For details of interventions and the impact and evaluations of these, see individual pupil EPEPs.

Pupils on Roll: 97	Number of Pupils eligible for LAC funding: 5	Percentage of LAC: 5%	Percentage of non-LAC: 95%
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What are the potential barriers faced by eligible pupils?

Reduced access to learning due to impact on the frontal cortex as a result of trauma.

Higher anxiety in response to change and transition or sensory memory of change and transition.

Developmental trauma resulting in lower emotional age than chronological age.

What are the desired outcomes of pupil premium funding?

Reduced anxiety and development of strategies in response to developmental trauma.

Development of resilience and increased mental health to help understand and cope with transition and change.

Service Family Pupil Premium

2019-20 Allocation: £1500			
Pupils on Roll: 97	Number of Pupils eligible for SF PP: 5	Percentage of SF: 5%	Percentage of non-SF: 95%

What are the potential barriers faced by eligible pupils?
Higher anxiety and reduced mental health due to worrying about parents or the changes in routine brought about by deployment.
Increased chances of having to move home/school regularly.
What are the desired outcomes of pupil premium funding?
Rates of progress at least equal to peers.
Development of resilience, reduced anxiety and increased mental health.

Approach	Description of Desired Approach	Cost	Estimated Impact	Actual Impact/Evidence (Review July 2020)	Overall Cost benefit
Group family therapeutic session facilitated by a trained play therapist during Spring/Summer term.	Family therapeutic play sessions will be facilitated to enable children to have opportunity for dedicated special time with families.	£1500	Children will have the opportunity to strengthen bonds with potentially absent family members. It is hoped that providing dedicated quality time that the children will be able to better cope with the changes that can occur within a service family.	As this was planned for the summer term, it did not happen. We must ensure that this money is carried forward to 2020-21	n/a

2019-2020 Executive Pupil Premium Data Summary

EYFS Curriculum - Percentage of children meeting or exceeding expectations

Whole Cohort			Pupil Premium			Non-Pupil Premium			Narrowing the Gap
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
100	67		100	75		100	50		PP outperform non-PP

Pre-stages and Stages - Percentage of children meeting or exceeding expectations

	Whole Cohort			Pupil Premium			Non-Pupil Premium			Narrowing the Gap
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
Reading	81	73		87	79		74	67		PP outperform non-PP
Writing	79	56		82	52		77	60		non-PP outperform PP by 8%
Maths	60	63		61	56		60	71		non-PP outperform PP by 15%

Wellbeing – Average Score

Whole Cohort			Pupil Premium			Non-Pupil Premium			Narrowing the Gap
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
31	30		31	30		31	30		PP wellbeing scores are in line with non-PP

Wellbeing Curriculum – Average Scores

Whole Cohort			Pupil Premium			Non-Pupil Premium			Narrowing the Gap
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
36	49		38	53		34	43		PP have higher wellbeing curriculum scores on average.