



Pupil Premium Information

2019/20

**What is it?**

The **pupil premium** is additional funding given to publicly funded schools in England to raise the attainment of pupils from disadvantaged families and close the gap between them and their peers. **Pupil premium** funding is available to both mainstream and non-mainstream schools, like special schools and **pupil** referral units.

The pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for Free School Meals (FSM) at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

In the 2019/2020 financial year, pupil premium funding will be

* £1320 per pupil of primary school age.
* £300 per pupil who are children of service families.
* £2300 per pupil for looked after children who
* have been looked after for 1 day or more
* are adopted
* leave care under a Special Guardianship Order or a Residence Order.

**Sept 2019**

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| Number of pupils and pupil premium grant (PPG) received | |
| Total number of pupils on roll | FT – 14  PT – 4  Total pupils (FTE) – 16 |
| Total number of pupils eligible for PPG currently | FT – 6  PT – 3  Total pupils (FTE) – 7.5 FTE |
| Total amount of PPG received – financial year 19/20 | £7920 |

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| **Barriers to Learning** | | |
| **Barrier** | **Desired outcome** | **Success criteria** |
| *Low starting point for children, oral language skills are lower.*   |  | | --- | |  | | Pupils starting points match those of all peers. | Pupils make accelerated learning, reducing their gap in attainment. |
| Children unable to access a wider variety of learning experiences resulting from impoverished socio-economic circumstances. | Ensure disadvantaged children take full part in the school’s curriculum including educational visits. | To support accelerated progress, Pupil Premium pupils access and play learning opportunities. To ensure pupils’ social welfare is secure. Pupil Premium pupils attend school trips/visits. |
| Undiagnosed complex needs eg Speech and Language, ADHD, ASD etc. | Pupils start at the PRU with at least the process of investigation for their complex need having started. | Other agencies involvement is in place. Pupils complex need is investigated fully, diagnosis having been made (if applicable). |
| Due to impoverished socio-economic circumstances, the majority of PRU pupils needs additional emotional and pastoral support to ensure they develop effectively both cognitively and academically. | Remove Barriers:  Support and pastoral interventions to meet SEMH needs eg Beh Mentor interventions. | Children arrive at school on time and every day, with a good attitude and ready to learn. Children are safeguarded effectively. Fewer behaviour incidents take place. |
| Family:  Unemployment  Instability  Complex sibling needs | Families have the correct agency in place to support their needs. | Parents have support to help them get into employment.  Other agencies are in place to help support the needs of the family eg Early Help. |

**Below shows you how the Primary PRU has allocated the funding:**

**2019/20:** £7,920 **according to the figures from May census 2019.**

* Educational visits
* Reward trips
* Reward prizes
* Swimming
* Behaviour mentor interventions linked to Boxall Profile
* Plus sports coaches x2 to encourage participation encouraging the development of team skills and stamina across centres.
* Alternative Provision (AP) activities

Below you will find a breakdown of how the funding is currently being allocated.

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| **Pupil premium costing overview** | £7,920 |
| **Transfers from other Schools** | 0 |
| **Total from wider school budget** | £1,320 |
| **Total** | £9,240 |
| **Behaviour Mentor sessions**   * Individual pupil needs are identified by staff teams, Behaviour Mentors then plan interventions to suit the needs. Boxall profiles are used heavily for this. | £1000 |
| **Breakfast**   * Preparation for learning | £1,210 |
| **Educational visits**   * To reinforce the learning taking place during lessons at the Primary PRU. * To give pupils first hand experiences to enhance their understanding. * Enrich the curriculum/topics. | £1,315 |
| **Reward trips**   * Each group earns points towards a ‘group reward’ | £235 |
| **Swimming**   * Each group access 30min swimming lesson every week | £1,830 |
| **Alternative Provision**   * Part of CMc wage as AP co-ordinator * To develop their skills in working cooperatively and as a group, develop listening skills, develop organisational skills & self-confidence. Measured by Magic 30 internal assessment. * To develop Maths, English and Science skills. Measured by National Curriculum standards. | £3,500 |
| **Reward prizes**   * Spotteds/Smilies * Learning Stars * Half term Star Pupil * Behaviour Targets | £150 |
| **Total Pupil Premium Projected Spend** | **£9,240** |

**Further monies will be used to**:

* Update resources
* Extra AP costs eg transport
* Extra Behaviour Mentor sessions
* Learning interventions
* Apps for new Ipads on English/Maths
* Developing learning journals to enhance quality feedback to pupils.
* Fund extra reward trips

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| **Performance/Impact of pupil premium pupils**  (as measured by pupils who have at least 2 cycles of data) | | | | |
| Academic year | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| % of whole cohort making targeted or better progress in English reading | 3/11 = 27% | New PIVATs system was used.  PRU decided PIVATs for Maths and English were not fit for purpose so new assessment system will be used next academic year. | 12/17 = 70% | 5/5=100% |
| % of whole cohort making targeted or better progress in English writing | 5/11= 46% | 11/17 = 65% | 5/5=100% |
| % of whole cohort making expected or better progress in Maths number | 6/11=56% | 9/17 = 53% | 4/5=80% |
| Overall attendance figures | 88% | 89.36% | 86.44% | 92.87% |

**Case studies**

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| **Pupil** | **Pupil Premium spend** | **How it was spent** | **Impact** |
| A  FT placement. Pupil has diagnosis of ADHD and has attachment issues related to past trauma resulting in anxiety. | £1320 | Breakfast  Sensory breaks    Swimming  Alternative Provision activities  Behaviour  mentor sessions  Educational visits  Reward trips | * Has made progress in: * Reading (he was working 1 year behind and is now working with age related expectations) * Writing * Maths * Science * His **Boxall Profile** analysis shows improvement in areas within both the Developmental Strands and the Diagnostic Profile from the Autumn to Spring assessment as follows:   *Developmental Strands* show he has made steps forward in ‘constructive participation’, ‘showing insightful involvement’ and ‘accommodating others’,  *Diagnostic Profile* shows he has also made progress in being less ‘self-negating’, requiring less reassurance, developing a more secure ‘sense of self’ and showing more regard for others.   * His **Behaviour records** show an improvement in concentration skills, interacting with other children, accept adult instructions the first time, reviewing his learning and work more independently. * His **CPOMs record** shows an improvement in his behaviour at home, with a reduction in violence and aggression. * His **attendance** at mainstream school was 76%. He also attended an alternative provider for one day a week. Attendance has been consistently 100% since joining the PRU. |
| B  PT placement. Pupil has ASD traits and displays sensory avoidant behaviour. | £528 | Breakfast  Sensory breaks  Alternative Provision activities  Behaviour  mentor sessions  Educational visits  Reward trips | * Has made progress in: * Reading * Writing * Maths * Science * His **Boxall Profile** analysis shows an improvement in the Development Strands.   *Developmental Strands* show vast improvements in ‘constructive participation’ and being ‘emotionally secure’ and good improvement in ‘giving purposeful attention’, ‘being biddable and accepting constraints’.   * His **behaviour records** show an improvement in his ability in following instructions, listening to others, taking turns, sharing resources with peers, working well alongside with peers, accepting support from adults. * His **attendance** at mainstream at the point of referral was 74.7%. At Mar 19. His attendance at the PRU is 94.34%. * His **behaviour and attitude** **towards learning**, within his mainstream school, has improved to such an extent that he will be returning full time next term. |

**N Anderson/Z Omar-Davies Sept 19**