

## Pupil Premium Grant 2018-19

Census	January 2018
Total number of pupils on roll ( census)	474
Total Number of pupils eligible for PPG	82
Amount of PPG received per pupil	£1,320
Total PP income	£108,240

The Pupil Premium Grant is additional funding to help schools diminish the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. The current amount is £1320 per pupil.

A provision is also made for children who have a parent in the armed services.

### **Key Priorities:**

- To raise the attainment of all students in receipt of the Pupil Premium Grant.
- To bring the attainment of those in receipt of the Pupil Premium funding in line with the attainment of their peers nationally.
- To ensure pupils in receipt of Pupil Premium funding working at mastery level are challenged in order to attain the greater depth band.

### **What do we expect to see?**

With regular and targeted support, all pupils, however financially disadvantaged, will continue to make improved progress. In line with previous years, this will lead to a diminished attainment gap between these pupils and their peers, both in school and nationally.

### **Barriers to learning:**

Laurance Haines School serves an ethnically diverse community; the number of pupils from minority ethnic groups and pupils with EAL is significantly above the national average. Thus, many of our pupils start school with lower than average attainment; developing social skills and limited language acquisition can also impact on attainment. Furthermore, the school also supports social, emotional and behavioural needs.

### **Approach:**

As a school, we have employed and established a number of strategies to enable pupils to overcome barriers to their learning. All staff members are aware of the pupils who are in receipt of the Pupil Premium Grant in their cohorts. Individual meetings between SLT and all teachers take place on a regular basis to allocate funding, set up interventions, record and review progress and attainment and to discuss the impact of interventions. On a daily basis, tailored sessions are offered to pupils in reading, writing and mathematics. By extension, there is a focus on providing a nurturing environment to meet social emotional and behavioural needs. Each intervention and group session is rated to ascertain if pupils have benefited from the support and what effect it has had on their progress and attainment. We will constantly monitor the arrival of new pupils and we are working as a team to get to know each child as an individual and build a relationship with the children and their wider family. We also recognise that some pupils will require additional support to meet social and emotional needs before they can progress academically. Thus, we offer nurture provision, peer mentors, 1:1 support, Seasons and family learning. Another strategy will be to support children in engaging in the wider aspects of school life – the opportunity to take part in clubs, trips and residential school journeys, providing a richness of experience. For children with low self-esteem and confidence, completing physical challenges can provide knowledge that they can overcome a number of barriers and make them more willing to persevere and take a challenge in the future.

Action	What does this mean?	Monitored by	Cost from PPG funding	Specific intended outcome	Review by	Outcome Actual impact column
Senior Leader to monitor the progress of those children in receipt of Pupil Premium income (0.1FTE)	Using data analysis and pupil/teacher feedback JB will measure the impact of each action regularly and edit/change accordingly. JB to be present during pupil progress meetings and update tracking documents.	JB/SLT	£4,940	To analyse the data on a half-termly basis to measure in impact of interventions and review the progress and attainment against targets. More able learners to be challenged through mastery activities.	JB Half-termly	<p>Cohorts have studied mixed vulnerability groups in order to maximise provision.</p> <p>System Initial attainment meetings influenced vulnerable group's provision.</p> <p>Pupil premium progress meetings focused on provision for PP children and maximised that provision to raise attainment and progress.</p> <p>Half termly analysis of PP attainment and progress. Further support for children who are at risk have been targeted.</p> <p>Heightened profile of PP has led to accelerated progress in some year groups.</p>

						<p>In some year groups PP children are attaining higher than their peers.</p> <p>PP focused book look showed positive progress for most PP children. Where progress is not evident in books, children have made progress in other areas. E.g. social/emotional/behaviour progress.</p> <p>Action is being taken in areas where children need more support.</p>
<p>Appointment of additional teacher in Year 6 (0.5FTE) to support an underachieving group of pupils.</p>	<p>Teaching support in Y6 for Maths and English from skilled teachers for targeted PP children – group and individual teaching.</p> <ul style="list-style-type: none"> <li>• Booster sessions based on AfL.</li> <li>• 1:1 targeted support.</li> <li>• Small group interventions in reading, writing, SPaG and mathematics during the afternoon lessons.</li> <li>• Greater depth booster groups to be established.</li> </ul>	<p>JB/Y6 team</p>	<p>£24,698</p>	<p>Diminish differences between PPG and non PPG pupils nationally.</p> <p>Raise attainment and achievement in Y6 in English and Mathematics so that PPG pupils attain in line with their peers nationally, particularly at the Expected standard and Greater Depth standard.</p>	<p>JB Half-termly</p>	<p>Focused teaching for PP children in core subjects. AfL groupings have maximised progress for PP children.</p> <p>End of spring term data shows children in year 6 are making accelerated progress and are out performing their peers in attainment.</p>

						Data shows that PP children are making progress towards greater depth.
To provide a Nurture Group.	This is a small special class that provides a safe and predictable structured environment in which children are given opportunities to re-visit early missed 'nurturing' experiences. The nurture group also hosts a nurture lunchtime club where children who find lunchtime behaviour a challenge enjoy a 'safe' environment, allowing them to return to class in the correct mindset to achieve in the afternoon. The nurture leader provides massage and drawing and talking therapy for individuals. This helps children help with underlying emotional difficulties that may be affecting their learning, behaviour, self-esteem and relationships.	LB/VG	£9,874 £12,984	This helps children help with underlying emotional difficulties that may be affecting their learning, behaviour, self-esteem and relationships.	NF	This year the Nurture group has now been extended to a mixed group of year 1 and reception age children in response to needs of both year groups. Children have settled well. Children's confidence within learning time has rapidly improved. Work continues to support the children in the nurture group. Key children in reception and year 1 have made excellent progress socially, emotionally and behaviourally. This is evidenced through books, case studies and also through conversation with

						parents and children. The provision has been shared with the wider teaching community
Appointment of PST lead (100%)	To provide support for vulnerable children within the school in order to ensure safety and to break down barriers to learning, working in partnership with families, carers and children in a school context.	NF	£31,678	Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged. Pupil voice and surveys to be analysed.	NF Termly	<p>The PST Lead role is developing a joined up multi-agency approach to supporting children, families, staff and the wider community. These approaches are being embedded by the PST team. Evaluating existing processes and exploring new creative ideas are supporting our disadvantaged pupils well.</p> <p>Vulnerable pupils across the school are supported through</p>

						tailored interventions, therapies and collaborations between families, the school and external agencies. Pupil voice continues to play a key part in shaping the provision.
Senior leader (50%) within the PST to have responsibility for whole school behaviours.	To develop and monitor systems to support positive behaviour management approaches across the school.	MP	£19,459	Provides a first point of contact for class teachers. A consistent approach across the school and with families who attend the school around positive behaviour management. Additional support at lunchtime – Inside Out	MP	Children have been given extra curricula opportunities including fishing. Inside out lunchtime intervention to promote positive behaviours and teaching how to reflect. Behaviour of the PP children is communicated continuously to all staff to promote positive responses in line with the steps approach. Breakfast provision given to PP children.

						Inside out continues to provide support for key vulnerable children. The PST provide all teachers with support on positive behaviour strategies. Support for the most vulnerable children has been a success which is reflected in the fall in number of the children who now need the intensive support.
Pupil Premium Personalisation	Parents to receive additional support of up to £100 with some school costs (e.g. School Uniform, School Trips (France), Stationery, Music Tuition, Swimming Lessons). Parents can also spend this allocated fund on non-school costs, (i.e. brownie/scout camp costs, learning software etc.).	SLT/Office	£3000	Enrichment opportunities presented to disadvantaged pupils. Improve social and emotional well-being levels.	JB	Financial contributions for school trips and uniform have supported the families of PP children.  More families continue to access the personal fund to ensure children have access to all opportunities.
			£106,633			

Early Years Pupil Premium spending has supported staff to ensure a targeted approach to communication and language development, targeted observations through CIL and building parental engagement through workshops, stay and plays and general support for individuals. Investments in staff training, equipment and enrichment opportunities continue to give PP children a positive start to their school life.