

ULEY C OF E PRIMARY SCHOOL



PUPIL PREMIUM REPORT

What is Pupil Premium Funding?




Pupil premium funding is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, children who have been “Looked After” continuously for more than six months, and children of service personnel. In 2014 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the pupil premium as they see fit. However, we are held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support they receive.

Ethos Statement







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our School Vision

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

Our School Mission

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

Financial Year 2019-2020					
Total number of pupils on roll January Census 2019	109	Total number of pupils eligible for PPG January Census 2019	11 (10%)	Planned expenditure	£31,286 (inc. £14,466 carry forward due to not recruiting a teacher and extra pupils receiving FSM) Total budget allocated = £26,000. This leaves £5,000 for any additional funding necessary to top up any of the areas below e.g. extra hours for pupil premium TA
Identified barriers to educational achievement	Social, emotional and behavioural issues Adverse childhood experiences Family breakdowns Poor skills in core subjects – PP children are not always in line with their peers in attainment Financial difficulties				
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures
Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	Small group/individual support from an additional TA addressing academic needs in reading, writing and/or maths to PP children over the year TA support 9.30 – 12.15 x5 mornings for 38 weeks possibly extending to afternoons	Children from disadvantaged backgrounds often struggle with the basic core skills. This spend aims to identify and address gaps in knowledge and skills in core subjects to help them make stronger progress and catch up	Outcomes monitored 3x over the year monitoring cycle in terms of data, book-looks and pupil conferences. Lesson observations are conducted as part of the cycle of lesson observations. Termly monitoring of comparing PP outcomes compared to non-PP Use external tracking to compare PP pupils to national data	ZM & teacher	Children's gaps in their learning is identified and addressed Children make better than expected progress in the areas where they are supported Children grow in confidence in their learning
Improvement in attendance for pupil Premium children with low attendance	Every short term, attendance data is monitored. If lateness or attendance is low (according to the school categories) then the parent will be invited in to establish reasons and identify any problems that could be addressed	Attendance information	Reports to be collated at the start of each short term – a phone call is then made – part of a school process FSW and or Enrichment groups can be signposted to support the children and parents	ZM	Attendance data improves and has a positive impact on the children's performance
Total budgeted cost			Grade D £8000		

Targeted Intervention					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures
Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement	Nurture/enrichment groups Small group enrichment sessions for PP children. Children are identified as needing a positive enrichment experience with a trained member of staff. To consider some additional hours to plan, prepare and evaluate groups	Some children have self-esteem or confidence problems which can be reflected through inappropriate behaviour or a negative attitude to learning impacting on children's progress. Online pupil survey 2016 & 2018	TP implements during an afternoon Parents on board Pupil conference Regular communication with TP	ZM & TP	Pupils have good attitudes to learning from lesson observations, book-looks and pupil conferencing Parents & carers to feel that their children are being well supported and have good attitudes to learning in school £2000
Families are well supported through challenging times	Family Support Worker (FSW) Family worker to support PP families with issues at home and/or school. Family worker and school to signpost through the Early Help support.	Families are recognising the need to ask for help due to the impact on their children. Families are best supported by those who are already working with them, with additional support from local partners arranged as needed.	Frequent conversations between HT and FSW Frequent conversations between parents, children, FSW & HT School staff talk about how well the children are progressing in class or if there are any barriers	ZM & FSW	Parents & carers to feel that they, and their children, are being well supported to address any needs. Children are happy and thriving at school – impacting on their progress and achievements £4000
Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours	Training EP service Coaching	Disadvantaged children, and in particular, those who have been in care, often suffer from attachment issues. Training for staff to understand attachment disorders and implement strategies	Regular communication with parents of children who have attachment issues. Review of My Plans and My Plan+ forms to focus on improving behaviour and attitudes to learning	ZM & staff	Pupils with attachment disorder issues to feel safe and have good attitudes to learning from lesson observations, book-looks and pupil conferencing £4000
Disadvantaged and vulnerable	Targeted support – therapies, counselling etc	Some children exhibit behaviours which	Access to external services such as	ZM LH	£5000

Children who have experienced ACEs, including those who have been in care, feel safe, exhibit good behaviours and improve socially and emotionally in order to help them to access learning	for individuals or a small of individuals with the same need	demonstrate unhappiness and anger, whom are emotionally unstable. Children who have experienced adverse childhood experiences which have an impact on their learning and in turn the progress their for underachieving	counselling, art/play therapies etc. which could happen sooner than the child have to wait for an intervention	Families First Barnardo's	
Total budgeted cost					£15000
Inclusion and Equal Opportunities					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures
All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.	Supplementing fees for Breakfast/After school club Trips/music tuition	Children from disadvantaged backgrounds often cannot afford additional expenses such as music tuition, extra-curricular clubs, residential or the before and after school club facility.	Office staff to identify children and families. Families spoken to early in the term to ensure that they are aware of funding available	ZM & CC	PP children will be given the same opportunities as non PP children. PP children will attend a variety of clubs and have the opportunity to take part in residential and school trips. The option to use before or after school club is available – breakfast is available at Breakfast Club
Total budgeted cost					£3000

Financial Year 2018-19

Total number of pupils on roll January Census 2018	106	Total number of pupils eligible for PPG January Census 2018	12 (11%)	Planned expenditure	£16420
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Quality of teaching for all

Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	Small group tuition addressing academic needs in reading, writing and/or maths to PP children over the year		This was unsuccessful due to curriculum constraints and recruit barriers This cost of this strategy is high and for a short amount of time – not sustainable	
Total budgeted cost			£9276 Carried forward	

Targeted Intervention

Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement	Nurture/enrichment groups Small group enrichment sessions for PP children. Children are identified as needing a positive enrichment experience with a trained member of staff.	Positive feedback from children – see children's quotes Most parents gave positive feedback Points progress Progress July 18 – Aug 19 EXPECTED PROGRESS=3 POINTS Maths – average 3 points Reading – average 3 points Writing – average 2 points	Feedback from parents taken on board about the process of identification and informing parents of the enrichment sessions has led to changes: <ul style="list-style-type: none"> • More targeted needs though identification from classes – how do we know that this child would benefit from enrichment group, what will support look like and what difference will it make? • Simple baseline has been implemented to measure some impact as measuring impact of something less tangible is challenging 	£1,000

		<p>100% KS2 disadvantaged pupils (4 children) children SATS 2018 achieve expected or above in Reading, Writing and Maths combined, above the national of 70%</p> <p>Average scale score for Maths and Reading for disadvantage pupils in 2018 SATS were above national: Reading 110 school /106.1 national Maths 108.8 school/105.4 national</p> <p>KS2 SATS 2019 100% met the standard in writing, maths and SPAG KS1 SATS 2019 50% met the standard in reading, writing and maths</p>	<ul style="list-style-type: none"> Groups are smaller and with children of similar needs <p>This strategy needs to be embedded further to continue seeing the impact on the children</p>	
Families are well supported through challenging times	<p>Family Support Worker (FSW) Family worker to support PP families with issues at home and/or school. Family worker and school to signpost through the Early Help support.</p>	<p>90% children/families have been directed to FSW over the Autumn 2018, Spring and Summer 2019 terms and have had interaction/support. Some families are harder to reach than others – to be continued</p> <p>Parents have been sign posted to FSW for support for a variety of purposes</p> <p>Children are signposted by school staff to FSW for support and intervention to support SEMH needs</p>	<p>FSW time has been spent also working with children – bereavement, behaviour, supporting SEN and SEMH</p> <p>FSW to be utilised to support attendance issues, along with the Head Teacher. Any support needed can be directed to FSW</p> <p>This strategy is continuing for the next financial year.</p>	£2,000
Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours	<p>Training Attachment and trauma training for school staff</p>		<p>Due to the date of the training – 3rd June 2019 this money was carried forward to the financial year 2019-2020 so there no impact at present</p>	<p>£1,000 Carried forward 3rd June 2019</p>
Total budgeted cost			Autumn and Spring term 2018/2019 - £3200	
Inclusion and Equal Opportunities				
All children have equal opportunities and are included. No child is excluded from a wider	<p>Supplementing fees for Breakfast/After school club Trips/music tuition</p>	<p>Children have access to extra-curricular activities to enhance their experiences Residential trip budget carried forward as residential is in May – the new</p>	<p>Some pupil premium are happy to pay for extra things if they can but it is always useful to have a pot available</p>	

curriculum experience that families wish to be included.		financial year One child will not be going on residential		
Total budgeted cost				3,000