



Pupil Premium report to Governors 2019-20

The Purpose of Pupil Premium

The Government states that *'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.'*

Figures produced by DfE show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). The Children's Minister at the time, Sarah Teather, said:

'For too long social background has been a deciding factor in a child's achievement and future prospects. In a fair society, it's the government's responsibility to close the gulf in achievement, where the poorest children are almost 3 times less likely to leave school with five good GCSEs than their richer classmates'

So, the Pupil Premium is additional funding from outside the Schools Budget, given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

Primary schools currently receive £1320 per Ever 6 pupil, £1900 for each Looked After child and £300 for each Service child.

Overview of the school

| 1.1 Number of pupils and pupil premium grant (PPG) received 2018-19 | |
|--|-----------------|
| Total number of pupils on roll | 339 |
| Total number of pupils eligible for PPG | 88 |
| Total amount of PPG received | £139,380 |

Pupil Premium Numbers

Below are the numbers and percentages of Pupil Premium children in each cohort and year group.

| 1.2 Cohort | Number |
|------------------|-------------|
| Foundation Stage | 10/65 (15%) |
| Year 1 | 14/48 (29%) |
| Year 2 | 10/38 (26%) |
| Year 3 | 10/42 (24%) |
| Year 4 | 15/44 (34%) |
| Year 5 | 10/41 (24%) |
| Year 6 | 19/51 (37%) |

The percentage of Pupil Premium for the school is 26% which is just 1% lower than last year. As can be seen from the data above, the greatest numbers of Pupil Premium children (37%) are in Year 6.

Covid 19 impact

The Covid 19 pandemic placed schools in an unprecedented situation and impacted upon our pupil assessment data. Therefore, the data shown in this report with focus on what was collected prior to the government initiated closure of schools.

With the majority of pupils learning at home, we supported our pupil premium pupils in many ways:

- % of Pupil Premium Pupils attended school during the closure.
- 71 out of the 88 pupil premium children are eligible for FSM. Food packs provided were delivered to those who were unable to collect them.
- 22 Pupil Premium pupils
- Packs of work were given to pupils for the first 2 weeks and after that work was provided online, along with a specific contact email address for each key phase. Work was also delivered to those without internet access, printer facilities or who were struggling to share devices at home due to home working requirements for adults and children.
- The PfSA and other members of staff has had regular contact with parents – The PfSA alone has had contact with **75% of pupil premium families** and offered support, passed on questions to teaching staff, carried out socially distanced home visits and signposted to other agencies where needed.
- Support has been given regarding family bereavement, parenting issues, debt and financial pressures including advice on mortgage holidays, emotion coaching techniques and how to implement these, mental health, stress with the current situation, food bank requests and delivery to families and school uniform requests for both primary and secondary schools.
- School places were offered to key workers and 'vulnerable' children were actively encouraged to attend.
- ELSA support offered through resources or advice.

- For year 6 pupils transition was supported through online zoom meetings with secondary schools, social stories and photographs for those with additional needs and links to further information provided to parents.

| 1.3 Average Attendance | | |
|-------------------------------|----------------------------|------------------------|
| Year Group | Non Pupil Premium % | Pupil Premium % |
| R | 90.6% | 91.8% |
| 1 | 92.8% | 89.8% |
| 2 | 90.9% | 90.2% |
| 3 | 89.9% | 91% |
| 4 | 91.7% | 88.6% |
| 5 | 91.6% | 90.1% |
| 6 | 91.0% | 88.5% |

Our PfSA monitors attendance closely. If a child has been marked as absent then she calls and records the appropriate code. Letters are sent home to any who have under 95% and meetings with parents are arranged to support with any concerns or issues they may have that means that they are struggling to get their children into school on time.

| 1.4 Average Tracking Points Progress (TP) of Pupil Premium Expected = 3TP 2019-20 = 2TP* Data now is measured slightly differently using DCPro | | | |
|---|----------------|----------------|----------------|
| | 2017-18 | 2018-19 | 2019-20 |
| Average tracking points progress in Reading | 4.0 | 3.7 | 2.2* |
| Average tracking points progress in Writing | 4.0 | 3.6 | 2.4* |
| Average tracking points progress in Maths | 3.9 | 3.7 | 2.4* |

The following data is from Spring Term prior to 'Lockdown'

What the barriers are for pupils identified as requiring 'Pupil Premium funding' and how do we work to minimise their impact?

These pupils often have issues around attendance or punctuality- statistically Pupil Premium-funded pupils have lower than national average attendance. Our Breakfast Club (Rise and Shine) helps to support better attendance and punctuality. Our After School Club (Stay and Play) helps families at a very reduced cost, to keep a good balance of home and work life.

Some of our pupils are disengaged with school, for a variety of reasons. Forest School and school counseling services, help these pupils to have a diverse, alternative curriculum, along with providing support mechanisms for vulnerable learners.

1.5 Attainment

Performance of Pupil Premium (whole school Pupil Premium average)

| Academic Year | 2017-18 | 2018-19 | 2019-20 |
|--|---------|--------------|--------------|
| % of pupils working at age-related expectations or above in Reading | 63.3% | 62.5% | 57.9% |
| % of pupils working at age-related expectations or above in Writing | 60% | 60.9% | 64.7% |
| % of pupils working at age-related expectations or above in Maths | 65% | 67.4% | 69.3% |

There are often 'gaps' in learning for Pupil Premium pupils (due to above reasons), so we use a range of additional learning opportunities (Booster, 1:1 support, small group 'catch ups') to aid the 'gap filling' over time.

Reading

- The reading Ambassador scheme has continued at the start of this year with children in Key Stage 2 working with children in Key Stage 1 with both sides benefitting showing an improved attitude towards reading along with more opportunities for them to read and talk about reading.
- Many children have individual reading time 1:1 with an adult.
- There are also focus guided reading groups tailored to the needs of small groups of children.
- The profile of writing has been raised through classroom displays, rewards and when sharing work. Boy friendly texts and stimuli have been chosen to interest our more reluctant writers.
- During lockdown, and beyond, children have been given access to 'Rising Stars' online to enable them to access a range of texts from home.

Forest School and counselling services

Some of our pupils are disengaged with school, for a variety of reasons. Forest School and school counseling services, help these pupils to have a diverse, alternative curriculum, along with providing support mechanisms for vulnerable learners. The forest school leader provides regular reports on individual progress and this communication with class teachers and the SENDco means that the effectiveness of the intervention can be reviewed for each child attending and further support can be put in place if needed.

PfSA

Our PfSA has worked with some children 1-1 around anxiety/anger/friendship issues, and attendance concerns and supported the Year 6s around transition.

Attendance of all pupils has been monitored on a regular basis and there have been regular meetings with the Education Welfare Officer.

When children are regarded as being Persistent Absentees, parents are contacted and support offered.

In addition to this, additional support can be provided through home visits and if appropriate then guidance on school uniform grants and food bank vouchers is given. Our PFSA completed applications this year for our Year 6 pupils to assist with financial hardship for some of our families.

Consolidation

There are often 'gaps' in learning for Pupil Premium pupils so we use a range of additional learning opportunities (Booster, 1:1 support, small group 'catch ups') to aid the 'gap filling' over time. Many teachers mentioned during their Pupil Progress Meetings how they are much more aware of who their Pupil Premium children are and their individual needs, therefore when they mark their books, they are identifying areas where consolidation is needed and then finding time with themselves or a TA to go over any misconceptions or give additional explanation and practice time to ensure these gaps are addressed. The impact of this can be seen immediately and then seen in future lessons through formative assessment.

Key Stage 2

As there is the highest proportion of Pupil Premium children in year 6, there were things put in place to support them. At the beginning of the Spring Term, year 6 children were separated from the year 5s for some English lessons in order to focus on their curriculum objectives and provide some smaller groups to take place. The smaller group allows for more space when writing and less distractions while working, along with more individual support time with teaching strategies and a pace more suited to their individual learning needs. As a result, we have seen some great progress and the pupils were much more confident to participate and have a go - especially those less confident children who would be more disengaged in larger classes.

An additional small group of children in year 6 have also had more focussed input with the headteacher.

How we measure the progress of these pupils?

We measure the impact on learning, identified by their Reading, Writing and Maths assessments completed every half term. While this is not a precise measure (so many factors can have an influence), we recognise that OfSTED and the DfE measure attainment and progress in Reception, Year 1, Year 2 and Year 6 using these forms of assessment. It is therefore, a consistent, summative measure comparable across all planned interventions. We expect our Pupil Premium to make 'better than expected progress' or accelerated progress. For example, every term we measure progress in 'Tracking Points'. Every term, 1 Tracking Point of progress is considered to be 'expected progress'. To make accelerated progress, our Pupil Premium pupils, would need to be above this baseline measure- so we would want MORE than 1 Tracking Points progress every term (e.g. 1.5 Tracking Points progress.)

Due to Covid 19, this assessment was extremely difficult to carry out and estimated outcomes were predicted based on progress prior to home learning.

1.6 Summary of PPG spending 2018/19

Objectives in spending PPG:

- To narrow the gap in attainment between those who are entitled to free school meals (or have been in the past 6 years) and their peers.
- To provide Forest School sessions to build confidence and self-esteem.
- Provide counselling for some of our more vulnerable pupils.
- Fund extra-curricular opportunities including subsidising Breakfast club places and after-school club sessions.
- Enable targeted 1:1 interventions and booster groups
- Continue to provide opportunities to inspire and motivate children towards academic success
- To maintain smaller class sizes.
- To provide additional small group support and ensure appropriate CPD is provided.
- To provide PfSA support to families

Outcomes:

We have utilised some of our Pupil Premium funding to subsidise the Breakfast Club and this has resulted in Wellsprings having a more calm and stable start with many Pupil Premium children now arriving on time and, after having breakfast, are ready to learn. Our school counsellor and PfSA have worked effectively with pupils, parents and families throughout the year; which in the case of our PfSA, included during school holidays as well as term time. As a result of this, there has been an element of continuity of support for some families of Pupil Premium children.

Forest School has many benefits. Children and young people are stimulated by the outdoors and we have seen that typically they experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills as well as emotional well-being. All of these provisions have meant that despite any domestic issues, pupils have been encouraged to come to school and have been supported in their ease into the classroom in order to ensure physical, mental and emotional engagement.

In addition to supporting Pupil Premium children who are working below age-related expectation in accessing the curriculum, Wellsprings believes in targeting all Pupil Premium children to meet their full potential. Lower attaining children have received interventions to bring them in line with or nearer to age-related expectations and interventions, such as targeted booster groups, have also been put in place to increase the progress of those pupils working just below or at age-related expectation.

We monitor the effectiveness of these interventions and strategies in a variety of ways.

Academic interventions are monitored through regular meetings with the SENCo, planning and work scrutinies carried out by the English and Maths subject leaders and by teachers through the use of School Pupil Tracker Online. The interventions are adapted according to the outcome of the evaluations.

The Head Teacher, Pupil Premium Lead and SENDCo monitor academic progress through termly Pupil Progress Meetings, where class teachers report the progress of their pupils and have the opportunity to discuss any concerns. The purpose of these PPMs is:

- To have an open discussion about the progress children are making and to value teacher judgement

- Identify progress of individual children
- To identify cohort progress
- To identify progress of groups within the cohort – such as Pupil Premium children
- To look at the impact of the interventions
- To identify action points

Teachers can therefore share strategies that work and what could be done to address the needs of Pupil Premium children in order to narrow the gap in progress and attainment. Learner profiles are discussed in order to identify any key groups who require further focus. Then specific interventions, further discussion in staff meetings, focused work scrutinies and learning walks can be carried out so that possible strategies can be employed to further support those pupils.

Attendance is monitored by our PfSA who is tracking attendance percentages of Pupil Premium children and working with families to reduce lateness.

The effectiveness of social interventions is monitored across a variety of means, including academic progress, attendance, behaviour monitoring and discussions with the PfSA and SENDco. The forest school leader provides detailed, weekly reports grading areas such as whether they made positive contributions, acted safely, achieved, been healthy and focussed well. Targets are given and then regularly reviewed and revised as needed.

| | |
|---|----------|
| 1.7 Total PPG received 2019-20 | £139,380 |
| Total PPG expenditure | £137,260 |
| PPG carried over to 2020-21 | £0 |

Due to pupil mobility there was an in-year reduced adjustment of -£22,320

Next steps for the academic year: 2020/2021

- The Pupil Premium Lead will continue to monitor academic data for all Pupil Premium children. This information will be recorded on a provision map and used alongside the term-by-term attainment grade and progress points. This will then be monitored to ensure that all Pupil Premium children are benefitting from their funding. The provision map provides a more rounded view of each individual child and be more helpful when monitoring the academic data.
- The Pupil Premium Lead will continue to be involved in Pupil Progress meetings with the Head Teacher and staff in order to identify where there are gaps in provision, a dip in progress or where children are working below age-related expectations. This will then lead in to discussions as to how we can support those children and any potential opportunities for narrowing the gap will raised and explored further. To maintain the profile of Pupil Premium, we will continue to dedicate termly staff meeting time to discuss provision.

- Grammar, Punctuation and Spelling results from 2019 highlighted this as an area of development across the school and so, particularly in Key Stage 2 therefore ways will be explored to regularly embed these skills daily.
- To consider and implement 'covid catch-up' groups and interventions. We will utilise the additional funding (£80 per pupil) provided to the school for Pupil Premium children by the government to further enhance the 1:1 and small group interventions undertaken across the school. The priority is to those year groups that have statutory assessments (at present) in Reception, Year 1, Year 2 and Year 6. A trial assessment of 'times tables' for Year 4 is being piloted in 2021, which will require some additional preparation for these Pupil Premium children.

Appendix A - Academic Interventions & resources

Maths

Plus One

Maths Intervention groups

Basic Maths Interventions

Boosters for Years 5 and 6

Numicon

Reading

Read, Write, Ink

Extra Reading Tuition for Years 5 and 6

Individualised Literacy Intervention / Sail Wave 3

Class-based Phonics Interventions

EAL Phonics

Additional Guided/ Independent Reading sessions

Year 6 Target Comprehension Interventions

Reading Ambassadors and mentors

Speaking & Listening

Talking Partners

Speech and language

Writing

Basic Writing Interventions

Handwriting Interventions

Target Grammar Groups

Target Spelling Groups

Other

EAL support

ELSA support

Appendix B - Social/ Enrichment Activities

| | |
|--------------------------------------|--|
| Breakfast Club | Children's Parliament |
| After School Club Provision | Cooking with ELSA |
| Recorder Club | Gymnastics |
| Dance Club | Swimming |
| Football Club | Athletics club |
| History/Book/Science week | Netball club |
| Change for life | Lunchtime clubs – ICT, Craft, Singing, country dancing |
| Forest School | Chess Club |
| School council | Computer Club |
| Playground leaders | PGL Year 3/4 Residential Trip |
| Golden mile | Pinkery Residential Trip |
| School Trips- eg Carymoor, Yeovilton | Summer activities (organised by TLP/PfSAs) |