

## Low Ash Pupil Premium Funding: Rationale, Spending and Impact (September 2019)

Pupil Premium Funding (PPF) from the Government is allocated based on the number of children who are either: Looked After Children (LAC) or on/or have been on Free School Meals (FSM) – these are known as ‘Disadvantaged’ children. Funding is received throughout the financial year, starting in April. Therefore, the money available for an academic year (September to August) is a combination from two financial years; 5 months (April to August) from the first year and 7 months (September to March) from the second year. The information published here refers to the academic year.

### Low Ash Strategy for using the PPF

<b>Amount of <u>Pupil Premium</u> allocated to Low Ash Primary School in the Academic Year 2018-19 was based on 88 pupils being eligible</b>	<b>Sept 2018 to August 19 Allocation = £120, 460</b>		
<b><u>Early Year Pupil Premium</u> allocation in 2018-19 (Autumn Term 4 children, Spring Term 4 children, Summer Term 4 children)</b>	<b>Autumn Allocation £428</b>	<b>Spring Allocation £428</b>	<b>Summer Allocation £428</b>

Approximately 21% of the school’s population of around 420 children are eligible for PPF. Of these, many are vulnerable children who have a variety of barriers to learning. This means that they often need additional support to ‘catch up’ with those children who aren’t ‘Disadvantaged’ and reach their potential. Poor social or economic family circumstances affect many of the children, which may mean important support structures regarding their development have not been in place in the past. Additionally, around 17% of the children eligible for PPF at Low Ash have special educational needs, with approximately 5% having an Education, Health and Care Plan statement.

**At Low Ash, we feel the most effective way to support disadvantaged children is a combination of the following:**

- **Clear and responsive leadership – set high aspirations, holding staff to account and investing in teacher development**
- **High quality teaching and high attainment for all (including non-disadvantaged) - emphasis on quality first teaching, high standards and sharing best practice**
- **Responding to data evidence to meet individual needs – providing the best strategies and training to help each child improve by identifying clear next steps in their learning**
- **Ensuring good attendance – dedicated personnel, who focus on the most vulnerable and support families**

To measure the impact of the funding and support, key performance indicators/data regarding progress through the year is analysed and evaluated. This happens in December, March and July. The final review of the PPG strategy takes place at the end of the academic year – July 2020 for this current year.

## How we spent our Pupil Premium Funding in 2018-19

### **Staffing**

- Funded additional teacher in Year 6 every morning to reduce class sizes
- Funded additional HLTA in Year 6 every morning to reduce class sizes
- Funded Teaching Assistant to deliver early morning intervention programmes in Year 6
- Funded Higher Level Teaching Assistant to reduce class sizes for Year 5 children
- Funded Higher Level Teaching Assistant to reduce class sizes for Year 4 children
- Funded additional Teaching Assistant in Early Years
- Funded additional teachers to:
  - (1) continue to release English, Maths, Early Years, and Assessment Leaders for specific tasks linked to improving teaching and learning
  - (2) release 'Leaders of Teaching and Learning' (2) to develop teachers and support those needing to improve their practice
  - (3) to focus on maths, reading and writing (mainly in Key Stage 2, but also in Early Years)
- Funded after school Homework Club for children eligible for PPF
- Continued to fund admin support for Assessment Manager/Inclusion Manager regarding tracking/support for PPF children
- Senior Leader given specific responsibility for PPF impact
- Inclusion Leader, Assessment Leader and other Senior Leaders to closely monitor standards and progress of PPF children regularly - holding teachers to account more/part of Performance Management targets
- Continued to fund professional development training to improve teaching and learning for children eligible for PPF
- Continued to fund additional hours for Learning Mentor with focus on vulnerable groups/disadvantaged attendance

### **Teaching Development, Training and Resources (including Building Resources)**

- Continued with 'Iris Connect' self-evaluating and peer evaluating programme to improve teaching and learning
- Supply costs for additional training/cost for 'Premier League' Reading intervention in Year 5 and Year 6

### **Extra-curricular/Curricular/Uniform support to families**

- Contributions to residential visits – Year 6 (17 children), Year 5 (16 children), Year 4 (8 children)
- Contributions to Holiday Clubs (11 children at Easter, 5 children in the summer)
- Contributions to Breakfast Club – 7 children
- Contributions to support PPF families for extra-curricular activities/educational visits (3 children)
- Contributions to school uniforms (8 children)
- Provision of milk for FSM children (46 children)
- Family Learning courses in school (First Aid)

## What difference the Pupil Premium Funding made in 2018-19

### Impact on attendance of children eligible for PPG following work carried out by Learning Mentor

	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
<b>Attendance Disadvantaged</b>	<b>94.84%</b>	<b>95.14%</b>	<b>94.63%</b>	<b>Persistent Absence</b>	<b>8.24%</b>	<b>6.8%</b>	<b>6.3%</b>

### Impact of additional support in Nursery

On entry to Nursery, 0% of the Disadvantaged children were on track to achieve a 'Good Level of Development' (GLD) at the end of the 'Early Years Stage'. However, following support, by the end of the year 25% were on track for GLD.

### Impact of additional support in Reception

The percentage of Disadvantaged children achieving the nationally expected 'Good Level of Development (GLD)' has increased from 38% at the beginning of Reception to 63% at the end of the year– **within one child of Non-FSM.**

### Impact of additional HLTA for maths in Year 4, Year 5 and Year 6

The additional HLTA for maths allowed for smaller group teaching in these year groups. This led to 76% of disadvantaged children achieving the expected standard in maths at the end of KS2 which is less than one child from National Others.

### Impact of additional teacher in Year 6 for Maths and English (compared against National Others)

The Disadvantaged group is below National Others 2018 at ARE in Reading (4 children), Writing (2 children), Maths (1 child) and combined RWM (2 children). The group is below National Others 2018 in all subjects at the Higher Standard, but within 1 child in Reading.

Y6	Reading		Writing		Maths		Combined RWM	
	At or above standard	More able						
<b>2018/2019</b>								
<b>Disadv (21)</b>	<b>57(12)</b>	<b>29(6)</b>	<b>71(15)</b>	<b>14(3)</b>	<b>76(16)</b>	<b>5(1)</b>	<b>57(12)</b>	<b>5</b>
<b>Others (38)</b>	<b>95</b>	<b>34</b>	<b>89</b>	<b>26</b>	<b>92</b>	<b>32</b>	<b>89</b>	<b>18</b>
<b>School (59)</b>	<b>81</b>	<b>32</b>	<b>83</b>	<b>22</b>	<b>86</b>	<b>22</b>	<b>78</b>	<b>14</b>
<b>Nat Others</b>	<b>80(2018)</b>	<b>33(2018)</b>	<b>83(2018)</b>	<b>24(2018)</b>	<b>81(2018)</b>	<b>28(2018)</b>	<b>70(2018)</b>	<b>12 (2018)</b>

### Impact on Extra-Curricular/Curricular Support

- 16 children were able to attend Holiday Clubs who might not normally have done so without financial support
- 41 children were able to take part in residential visits who might not normally have done so without financial support
- 3 children were able to take part in extra-curricular activities who might not normally have done so without financial support
- Contributions to Breakfast Club – 7 children
- Financial support was given to 8 children with regard to school uniform
- Free milk was provided for 46 FSM children
- 7 families benefited from the Family Learning Courses

## **How we intend to use our Pupil Premium in 2019-20**

### **Staffing**

- Senior Leader given specific responsibility for PPF impact
- Inclusion Leader, Assessment Leader and other Senior Leaders to continue to closely monitor standards and progress of PPF children regularly - holding teachers to account more/part of Performance Management targets
- Continue to release English Leader, Maths Leader and Leaders of Teaching and Learning to develop and support members of staff
- Continue to fund additional teachers/support staff to focus on maths, reading and writing, mainly in Key Stage 2, but also in Early Years
- Continue to fund professional development training to improve teaching and learning for children eligible for PPF
- Continue to fund additional hours for Learning Mentor with focus on vulnerable groups/disadvantaged attendance

### **Development, Training and Resources**

- Continue to fund training for staff using 'Iris Connect' to improve progress and attainment of PPF children
- Part-fund lease of minibus to enable PPF children to have access to first hand, real-life experiences to support learning and personal development
- Training for and use of THRIVE strategy to benefit emotional development of children

### **Extra-Curricular/Uniform Support**

- Continue to support PPF children attending extra-curricular activities/educational visits/school uniform
- Continue to support PPF children attending residential visits in Year 6, Year 5 and Year 4
- Continue to contribute to support PPF children attending Holiday Clubs and Breakfast Club

## **Long-Term Plan (3-5 year strategy)**

### **Staffing**

- Continue to fund additional teachers/ support staff to narrow the gap in specific subjects
- Additional hours funded for Learning Mentor and Inclusion Leader with focus on disadvantaged children including attendance, progress and well-being

### **Development, Training and Resources**

- Continue to fund training for staff using 'Iris Connect' to improve progress and attainment of PPF children
- Part-fund lease of minibus to enable PPF children to have access to first hand, real-life experiences to support learning and personal development
- THRIVE initiative used for emotional development of children

### **Extra-Curricular Support**

- Improve the amount of disadvantaged children able to access extra-curricular activities
- Continue to support PPF children attending residential visits in Year 6, Year 5 and Year 4
- Continue to contribute to support PPF children attending Holiday Clubs and Breakfast Club