

## Low Ash Pupil Premium Funding: Rationale, Spending and Impact (September 2020)

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 2019-20 was based on 88 pupils being eligible</b>	<b>Sept 2019 to August 20 Allocation = £121,804</b>		
<b><u>Early Years Pupil Premium</u> allocation varied in 2019-20 as the number of eligible pupils changed (Autumn Term 3 children, Spring Term 3 children, Summer Term 3 children)</b>	<b>Autumn Allocation £334</b>	<b>Spring Allocation £286</b>	<b>Summer Allocation £382</b>

Approximately 20% of the school’s population 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 are not ‘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 12% of the children eligible for PPF at Low Ash have special educational needs, with approximately 2% 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 2021 for this current year.

## How we spent our Pupil Premium Funding in 2019-20

### **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 Assistant Head/ Key Stage Leaders (3) 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 Clubs 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 , including extra support on the phone/ garden visits during lockdown
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### **Teaching Development, Training and Resources (including Building Resources)**

- Continued with 'Iris Connect' self-evaluating and peer evaluating programme to improve teaching and learning
- Funding for additional training/ cost for 'Football Readers' intervention in Year 3
- Funding for additional training/cost for 'Premier League' Reading intervention in Year 5 and Year 6

### **Extra-curricular/Curricular/Uniform or other support for families**

- Contributions to Breakfast Club – 3 children
- Contributions to school uniforms - 7 children
- Provision of milk for FSM children - 47 children
- Delivery of meals each day for FSM children
- Food bank referrals for families as necessary

## What difference the Pupil Premium Funding made in 2019-20

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

	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Attendance Disadvantaged	95.14%	94.63%	90.77%	Persistent Abs. Disadvantaged	6.8%	6.3%	8.5%

### Impact of additional support in Nursery

Following support, every disadvantaged child made at least 3 steps of progress in the prime aspects of learning as well as in English and Maths, with 4 steps being made on 5 of the aspects.

### Impact of additional support in Reception

The percentage of Disadvantaged children achieving the nationally expected 'Good Level of Development (GLD)' has **increased** from 25% at the beginning of Reception to 42% at the end of the year.

### 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 81% of disadvantaged children achieving the expected standard in maths at the end of KS2 which is less than one child below National Others.

### Impact of additional teacher in Year 6 for Maths and English

The Disadvantaged group is above National Others in Reading and combined RWM, but below in Writing (1 child), Maths (3 children). The group is below National Others 2019 in all subjects at the Higher Standard.

Y6	Reading		Writing		Maths		Combined RWM	
	At or above standard	More able	At or above standard	More able	At or above standard	More able	At or above standard	More able
2019/2020								
Disadv (16)	88	25	81	19	81	13	75	6
Others (42)	81	33	83	26	92	33	79	17
School (58)	83	31	83	24	88	28	78	14
Nat Others	78(2019)	31(2019)	83(2019)	24(2019)	84(2019)	32(2019)	71(2019)	13 (2019)

### Impact on Extra-Curricular/Curricular Support

- Contributions to Breakfast Club was given for 3 children
- Financial support was given to 7 children with regard to school uniform
- Free milk was provided for 47 FSM children

## How we intend to use our Pupil Premium in 2020-21

### 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 years 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 number 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