

Pupil Premium

Phillimore Community Primary School is given additional monies for every child who receives free school meals and for those children who have received free school meals within the last 6 years (Ever 6). This funding is known as the 'Pupil Premium'. Historically it is the case that children who are eligible for free school meals (FSM) do not achieve as well as children who do not receive FSM. With this in mind the government has made extra monies available to help schools 'narrow the gap'.

The attainment, achievement and wellbeing of all our children is a high priority and we do not believe that children should be disadvantaged in any way. With this in mind it is our duty to ensure these additional monies are protected to support these children and their progress.

2019/20

In 2019/20 we received £233,640 based upon 177 (44.92%) of our primary aged pupils being eligible for pupil premium.

How did we spend this money? This review takes into account the interruption by Covid 19 and what changes were made to the plan and what changes will be in place for future plans.

Review of expenditure 2019/20					
1.Quality of teaching for all					
Action	Intended outcome	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)	Alterations / additions re Covid 19 (from March 2020)	Cost
Daily Book Study Lessons Guided reading Interventions	Children have access to quality reading material Children who are at risk of falling behind are supported	See data	What was in place up to lockdown was effective and showing results. We will look at a specific plan around reading in bubbles and how we can get quality reading for children in place and then adopt the same strategies once 'normality' returns.	Book study re Y6 on Seesaw Books and reading took place on dojo Phonics took place on dojo and other sites sign posted. Roma reading and N2E ceased	£16,717.95

Additional Phonics support	and make progress High % (70%) pass phonics screening in Y1			DHT / SG Lead continued to try and engaged, keep in touch with Roma families Learning packs provided and delivered.	
Roma Reading Project	Roma children make progress in reading and narrow the gap in reading attainment				
N2E phonics	Children new to English will have access to a 'catch up' programme				
<u>Maths</u>					
Y4 Times Table Test	Children access the test without anxiety and achieve at their best	See data	Maths leaders to report more frequently on data for all children. Liaise with AB re PP children and their needs. 1 st Class @Number for more children Pre teaching the vocabulary still a high priority N2E and Roma will be focussed on in their bubbles whilst we have to operate in bubbles	Test did not take place due to Covid Some pre teach was suspended N2E suspended 2 nd cohort of 1 st class@number suspended Interventions stopped More focus on IXL and TT Rockstars. Teachers and TA assessing online	£12,515.58
Pre teach – mathematical vocabulary	Children are taught vocabulary they will need in their maths lessons				

N2E Maths	Basic maths will be taught in the N2E group			learning and highlighting to pupils	
1 st Class @ Number	Y4 children access 1 st Class at number				
Numicon Intervention	Children identified access this intervention and make progress in maths				
Roma Maths	Roma children identifies make better than average progress and more reach ARE				
<u>Communication & Language</u>	All children in need of additional support access support from this service	More children are accessing the right Sp&L provision	Sp& L to continue DLD ongoing	Sp&L changed consultant just before lockdown. Our school representative contacted Inclusion Lead and Senco throughout and provide telephone consultations with parents and training for staff	£31,786.84
Additional Sp&L		TAs trained in various interventions	Sp&L interventions work well and we have a dedicated member of Inclusion to support these interventions. Whilst working in bubbles we will liaise with Sp&L for how best to approach the continuation of these.	DLD consultant liaised with parents	
DLD Intervention	3 children access this as their need		Developing English (Racing to English) groups worked		

Sp&L interventions (LEAP, VIP, NIP) Developing English Talk Partners	Children needing these interventions access them and are then able to access class teaching Children entering the system from another country access this to get them class ready Children leaving N2E are supported in class readiness Children recommended from Learning Support (Fusion) to access this		well and once out of bubbles will continue Talk Partners – staff sickness/absence prevented this from reaching its full potential. Learning Support (Fusion) initiatives are well established in school and will continue	during lockdown and provided resources Learning Support (Fusion) kept in contact with SENCO and provided staff training. Many of our Teaching Assistants have trained in strategies to support children e.g. memory pack, numicon, Fischer Family etc.	
<u>SEN / EHCP support</u> TA to support classes with SEN, Lower and higher attaining	We will maintain our highly inclusive practice. All children make progress –	EHCP requirements met and SEN children beginning to make progress	TAs report they were being used effectively with children varying in attainment Inclusion TAs trained in PECs and other support for EHCPs Supported EHCP children on a 1:1 basis and small groups.	School place offered to all EHCP children EHCP children were kept in regular contact and learning packs developed for their needs and delivered	£128,316.41

children to access learning <u>EHCP</u> PECS Support for swimming Lego Therapy Daily review 1:1 Social Group (Gruffalo provision) for autistic needs Transition programme	more children reach ARE Increase in GD Needs of EHCP will be met Children with autism will have support and access a mainstream education Transition is made easier for children who need this support	Transition will be made and children will feel comfortable with it.	This will continue. We have already identified those with EHCPs in bubbles and ensured they have support	to their homes if not taking place up. Liaison via dojo where possible EHCP children were contacted at least twice a week by RS Other vulnerable by AB if not taking up place AB / JW made SEN calls fortnightly Children offered a place as vulnerable Transition packs were delivered to homes (JP/DT)	
<u>Attitude to learning and aspirations</u>	Assertive mentoring Children will become active in their learning	Children have a more positive attitude to learning. They can talk about what	Continue to provide for assertive mentoring to take place. Continue to work on parents understanding of the	Teachers phoned home twice during the lock down.	£9540

	process and children will discuss their hopes, dreams and plan for how to achieve them with the teacher.	they want to do and how to achieve it.	process during the next academic year.	Y5 and certain children were talked to by GB / AB	
2. Targeted Support					
<u>Improve attendance and PA for specific groups</u> <u>Readiness for school</u> (Including no child hungry) Free Breakfast for all <u>Wellbeing</u> Nurture provision Mighty Minds Intervention Healthy minds	Attendance will improve and PA decrease.	Attendance was improving and PA decreasing up to lockdown. Specific groups were monitored (see snapshot) and this informed the meetings All children had access to a free breakfast	Our strategies to improve attendance and punctuality are robust and make impact generally. Circumstances out of our control we can do nothing about. We will continue with the work we do in this area. PPG children slightly improved	RS / AB kept in contact with families via phone Teachers phoned x 2 During lockdown – children were given breakfast in the vulnerable bubble AB supported the free breakfast through the summer holidays JP / DT posted things on Dojo to support out Gruffalo children not in school. Wellbeing hampers (Healthy Holidays) AB sorted throughout the summer holidays	£32,948.62

2020 Pupil Achievement

	% at expected standard or above KS2 2020 Teacher Assessment results					
	School -All Pupils	School -Pupils eligible for Pupil Premium	School -Pupils not eligible for Pupil Premium	National -All Pupils	National -Pupils eligible for Pupil Premium	National -Pupils not eligible for Pupil Premium
Reading	67%	63%	75%	73%		
Maths	71%	63%	79%	79%		
Writing	64%	59%	69%	78%		
Combined RWM	62%	52%	64%	65%		

	Average Pupil Progress scores KS1 – KS2 2020					
	School -All Pupils	School -Pupils eligible for Pupil Premium	School -Pupils not eligible for Pupil Premium	National -All Pupils	National -Pupils eligible for Pupil Premium	National -Pupils not eligible for Pupil Premium
Reading						
Maths						
Writing						

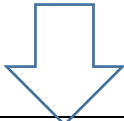
Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Difficulties in accessing age related materials from the start of year
B.	High levels of SEN and lower attaining children in specific cohorts
C.	Communication and language barriers, particularly in relation to vocabulary – including new to English and developing English
D.	Insufficient reasoning and problem solving skills in mathematics
E.	Rates of reading fluency and limited higher order reading strategies restrict access to age appropriate texts
F.	Attitudes to learning and aspirations
G.	Difficulties in experiencing first hand experiences to support learning
Additional barriers	
A	Low attendance for specific groups of children
B	Readiness for school –e.g. hunger, tiredness, equipment, mindset
C	Home learning environment. School systems to provide additional support for learning at home and parental engagement with existing systems
D	Increasing issues around mental health including those brought on by Covid 19
E	Missed learning due to the Covid 19 Pandemic (see also catch up funding)

School Proposals for 2020/21:

The school Pupil Premium budget for 2020/2021 is £248,825.00 based upon 185 (45.45%) of our pupils being eligible for pupil premium. The school proposes to use this money to narrow the gap between PP and all other children much more through the following priorities: This action also goes alongside the 'catch up' actions from the budget issued re Covid 19. *Please note, the actions highlighted yellow will done by TAs in bubbles until mixing bubbles can happen.*

Planned expenditure 2020/21					
1. Quality of teaching for all and targeted support					
Action	Intended outcome	Evidence and rationale for this choice	How will the school ensure it is implemented well?	Staff lead	Review date
<u>Reading</u> Daily Book Study Lessons Guided reading Interventions Additional Phonics support Bottom 20% heard to read daily	Children have access to quality reading material Children who are at risk of falling behind are supported and make progress High % (70%) pass phonics screening in Y1 Accelerated progress in reading	Children at Phillimore struggle to make ARE in reading at the end of each key stage	Pupil Progress meetings termly Literacy / phase leaders monitor progress Observations of GR interventions to ensure quality provision Monitor of additional phonics provision Running Records and assessments reviewed by teachers	GB/AB JC/LT/JW/NB AB +phase leaders LT All teaching staff Literacy leads JC / LT	Termly
Total budgeted cost					£4959.30

<u>Maths</u> Y4 Times Table Test Pre teach – mathematical vocabulary 1st Class @ Number Roma Maths	Children access the test without anxiety and achieve at their best Children are taught vocabulary they will need in their maths lessons Y4 children access 1st Class at number Teachers ensure provision for Roma Maths in bubbles	Maths vocabulary is hindering children in reaching ARE at the end of key stages Children of Roma backgrounds are struggling to make progress and reach ARE in maths	Pupil progress meetings Maths Leaders monitor with observations and book scrutiny Teachers liaise with pre teach staff Observations of interventions  Pupil Progress Meetings	GB/AB TW/BK All staff AB GB/AB/JW	Termly July 2020 Intervention Meetings PP Meetings
Total budgeted cost					£2411.36
<u>Communication & Language</u> Additional Sp&L	All children in need of additional support access support from this service	SLCN is recognised as a primary area of SEND for Phillimore children.	Sp&L reports	Sp&L SENCO (JW)	Termly Pupil Progress meetings 10 weekly intervention meetings

DLD Intervention Sp&L interventions (LEAP, VIP, NIP) N2E Developing English	3 children access this as their need Children needing these interventions access them and are then able to access class teaching All N2E access some support in their bubble until N2E group can take place again. <i>EAL provision enables children to progress</i>	Recommended from SLNC Recommended from SLNC Language barriers hinder progress Many children have English as an additional language	DLD Support Observation of interventions Inclusion / Intervention meetings Q1st Teaching training / staff meetings 	Jamie Grey SENCO (JW) Inclusion Team <i>AB observe interventions - When able</i> JW 	Weekly Inclusion meetings
Total budgeted cost					£11969.04
<u>SEN / EHCP support</u> TA to support bubbles with SEN, Lower and higher attaining children to access learning EHCP needs addressed	We will maintain our highly inclusive practice. Quality 1st Teaching All children make progress – more children reach ARE Increase in GD	High SEN and some EHCP needs throughout school. Through PPG we are able to provide the required level of support. (sometimes identified through Sheffield Support Grid)	Class observations – when able - include use of TAs SEN reviews EHCP Annual Reviews	SLT SENCO (JW)	Inclusion Meetings – weekly Intervention meetings every 10 weeks SEN reviews Annual Reviews

PECS Lego Therapy Daily review Transition programme	Needs of EHCP will be met Transition is made easier for children who need this support		Inclusion timetables Observation of interventions – when able Transition needs identified in inclusion meeting Programme set up	SENCO (JW) AB AB / JW AB/JW/RS DT, JP, All staff	
Total budgeted cost					£61,864
<u>Attitude to learning and aspirations</u> Assertive mentoring	Children become active in their learning process Children will take part in conversations about their learning on a 1:1 basis with their teacher so they understand what is going well and what they need to improve and will make joint targets for the children to work on.	Children have not appreciated what an education can do for them	Teachers evaluate each half term the improvements children make against their targets	All staff	Each half term
Total budgeted cost					£5775

2.Targeted Support (not already included)					
Y6 – Additional teacher	more children reach ARE	Smaller class sizes	Pupil Progress Meetings	GB/AB/Y6 Team	July 2021
Post Teach	Children who struggle to understand a concept have additional support and overcome this	To support children so the flow of class teaching is not interrupted	Through quality marking and questioning children's understanding is monitored	All Staff	
Booster groups					
(Before and after school in own bubble)	Children reach ARE with support		Teachers assess children correctly so the appropriate support and help can be given	All Staff	
Easter School	Y6 children keep their flow of learning through the holidays before end of KS2 SATS			Y6 team	
				All staff	
Additional teaching in place	Targeted children have gaps identified and teaching supports this	Children have bespoke teaching according to their needs.		AB DC Y6 Team Y2 Team	
Total budgeted cost					£63673.24

2. Other approaches

<u>Improve attendance and PA for specific groups</u> Early Monitoring Attendance Ambassadors Attendance Meetings Home Visits Inclusion Meetings Text Message and admin Data analysis – focus groups – include Term Time Leave - Admin – letters – referrals etc. Liaison with outside agencies – MAST, Primary Ad, CME	Attendance will improve and PA decrease	Attendance lower than national PA higher than national	Weekly attendance at Inclusion meeting Analysis of meetings undertaken to see impact Snapshot completed ½ termly Data analysis	GB / AB / RS	½ termly – see snapshot
<u>Wellbeing</u> Nurture provision Mighty Minds Intervention Healthy minds Projects	Children with specific issues around mental health will be supported and therefore ready to learn	Mental Health of young people is important and increased issues re COVID 19 have to be addressed	Boxall Profiles Monitor / observation of children CPOMS monitoring (see Inclusion minutes) Review of DEP and liaison with Healthy Minds project link.	GB/ AB Inclusion including SENCO RS / AB	Ongoing review of ch in intervention meetings AB, RS, GB, JC review CPOMS daily and notice concerns not seen elsewhere. Termly review of Healthy Minds project.

<u>Additional</u> (Ensure SSEL P Poverty Core Offer embedded and elements of the enhanced offer are in place) <u>Readiness for school</u> (Including no child hungry) Free Breakfast for all 'Need it take it' uniform stall <u>Support for home learning</u> Parenting support <i>Support via 'catch up' funding – see separate document.</i>	Support for families in need Children will start the day fed and ready to learn Children will have a healthy snack All children will be in school uniform Parents will be supported with their needs	Families in deprived areas are struggling to 'make ends meet' there is an increase in families accessing food banks Covid 19 has left many people struggling for food and clothing	CPOMS monitoring (see Inclusion minutes) Numbers for bagels monitored to see who access the provision now it is in class.	AB RS AB	Ongoing until end of term, then Magic Breakfast will end and school will come up with a Phillimore provision In Narnia due to Covid changes
Total budgeted cost					£36405.86
During working in bubbles, TAs will be deployed into each bubble to support interventions and needs (See Pupil Progress / Intervention Documentation.					£195,538