

## Strategy for spending of PPG: September 2019 to August 2020

### Background

The Pupil Premium Funding is a Government initiative that targets extra money from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

### Aims

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

<b>Total number of pupils on roll</b>	428
<b>Total number of PP FSM Ever 6 pupils</b>	78
<b>Amount received per PP FSM Ever 6 pupil</b>	£1,320 (£102,960)
<b>Amount received for LAC</b>	£1800 (Aut 2019)
<b>Amount received for Service Children</b>	£600
<b>Amount received for former LAC</b>	£2,300
<b>Total amount of PP funding received</b>	£107,660
<b>Next review date</b>	March 2019

### Summary of main barriers for eligible pupils

- **Poor language skills:** many pupils enter the Foundation Stage with Speech and Language that is below the expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
- **Lack of support at home with reading and homework:** parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.
- **Learning behaviours are not developed:** often caused by lack of parental involvement and poor social/emotional development. Can mean pupil are behind their peers in a range of subjects.

- **Complex learning needs:** some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.
- **Fewer enrichment experiences out of school:** this impacts upon children’s wider vocabulary, general knowledge and confidence in a wide range of social situations.
- **Issues with social and emotional development:** the number of pupils with social, emotional or mental health needs is increasing and these needs can be very varied. They sometimes result in extreme and negative behaviours.
- **Attendance and lateness:** some pupils have regular issues with attendance and punctuality.

The table below explains how we will overcome these barriers and the rationale behind it.

<u>Objective</u>	<u>Action and cost</u>	<u>Rationale</u>	<u>How we will measure the effect/ Intended Impact</u>
To close the attainment gap between the disadvantaged and non-disadvantaged	Additional classteacher to enable deputy headteachers to run interventions across school  £27,117	Our aim is for disadvantaged children to make good progress across school and reach age related expectations. Any barriers to learning are identified and provision is personalised through the use of additional intervention teachers and LSAs. This will help ensure that children achieve academic success and any differences are diminished. Our more able disadvantaged children are immersed in high expectations and challenged within class.	The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths.  An increase in disadvantaged pupils attaining GLD at the end of Foundation Stage, the Expected+ standards for KS1 and KS2.
To provide social, emotional and behavioural support across school	BLIS  £11,557	BLIS provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff strategies to support pupils with these needs. Staff work closely with the service to ensure that behaviour across school is positive. Social, emotional and nurture work will help	Monitoring indicates that learners behave well, interact positively and demonstrate resilience and positive mindsets. Reduction in serious incidents recorded in School Log. Reduction in low level incidents recorded in Class Logs.

		children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	
To support and enhance the learning experiences of current LAC pupils	Total amount of received for LAC pupils  £1800	A range of additional provision to ensure that LAC pupils receive support, challenge and enhancement activities on their journeys as learners	Termly PEP identifies targets for each pupil and termly impact on their development as learners. Progress and attainment rates are good. Virtual Head within Local Authority monitors the quality of PEPs. Pupil voice identifies that pupils are happy and confident learners. Social and emotional well-being is a strength of LAC pupils.
To support pupils who find lunchtimes difficult	2 x additional midday staff  £7,646	Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall.	Reduction in Serious and Low Level incidents at lunchtimes. Child conferences show that pupils feel lunchtime behaviour has improved overall.
To provide enrichment activities through musical and cultural activities	Mini Music with Jan Stone  £10,639	The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).	Child conferences show that pupils gain enjoyment and confidence from the music sessions. Pupils are able to perform in front of an audience.
To provide qualified sports coaches to work with teachers to enhance and extend current sporting opportunities. To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. To introduce new sports to encourage more pupils to take up sport and physical activities.	Sports coaches from Tameside Active  £4,966	Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing.  Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps	Feedback from coaches and teachers suggests pupils' fitness and teamwork skills have improved overall.  Child conferences show that pupils understand the importance of keeping active and healthy and that they have enjoyed a range of different sports.

		them to learn better, and also improves your mental health.	
To provide enrichment activities through chess	Chess with Graham Andrews £1,365	Children will develop reasoning and thinking skills.	An increase in maths attainment at both expected and greater depth.
To provide opportunities for ICT to be used to engage in homework activities	Education City Software £1,136	Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.	Increase in amount/regularity of homework received. Gap between disadvantaged and non continues to close.
School activities to provide enrichment	Attendance/ participation and coach at Robinwood for Y6  1 coach for class trips (Years Reception, 1,3,4, 5 and 6) and cheerleading coach, animal show for Yr 2, contributions towards educational trips and breakfast supplies for our most vulnerable children  Christmas Pantomime  Author visit  Jigsaw Scheme of Work  £15,000	The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment).	Pupil feedback comments on enjoyment of enrichment activities.  100% attendance on class trips  Increase in attendance for PP at Robinwood.

To address attendance and punctuality issues	Educational Welfare Officer £1,200	Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.	Attendance and lateness figures improve for PP in particular.
To identify pupils eligible for pupil premium grant	ONFSM £800	To use efficient methods to support families in claiming their entitlement	Increased funding to ensure that vulnerable pupils make sufficient progress
To ensure that safeguarding provision is of the highest standard.	My Concern £1035	To ensure that safeguarding concerns are recorded electronically in an efficient and chronological way by the safeguarding team. To use data to allow Safeguarding Leads to spot trends and enable early intervention.	MyConcern supports 'working together' with trusted external partners.  MyConcern is safe and secure, supporting your organisations GDPR requirements.
To address priorities specific to School Development Plan and support Staff CPD at all levels (SDP)	SDP and Ofsted Report 'Next Steps' £20,000	School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior Leader and Subject Leader release time to engage in school development work and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to school development plan. Teaching and curriculum resources	The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths.  An increase in disadvantaged pupils attaining GLD at the end of Foundation Stage, the Expected+ standards for KS1 and KS2.
To provide learners with high quality resources to aid independence, develop confidence and positive learning attitudes	Emerging cost for resources £3399	Learners are provided with resources to cater of learning styles and which motivate, support and challenge across the Curriculum	

Total received- £107,660

Total allocated to spend- 107,660

Strategy Approved- Nov 2019

Review Date- March 2020