

Strategy for spending of PPG: September 2020 to August 2021

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).

Total number of pupils on roll	423
Total number of PP FSM Ever 6 pupils	77
Amount received per PP FSM Ever 6 pupil	£1,345
Amount received for LAC	£3400
Amount received for Service Children	£930 (3 Pupils)
Amount received for former LAC	£2,345 (1 Pupil)
Total amount of PP funding received	£110,240
Next review date	June 2021

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>
<p>To close the attainment gap between the disadvantaged and non-disadvantaged (as identified on School Development Plan Priority 1)</p> <p>To provide specific support for those disadvantaged pupils who have fallen further behind as a result of the 2020 lockdown</p>	<p>Additional classteacher to enable deputy headteachers to run interventions and targeted support across school</p> <p>£30,000</p> <p>Additional day of LSA level 3 to provide targeted support in EYFS and KS1</p> <p>£4,415</p>	<p>Our aim is for disadvantaged children to make good progress across school and reach age related expectations. The 2020 lockdown has resulted in some disadvantaged pupils falling further behind and requiring more support. The deputy headteachers are extremely experienced and will provide high quality, focussed interventions to support catch up and diminish the attainment gap.</p> <p>The LSA providing targeted support in EYFS and KS1 is also extremely experienced and will work closely with the teachers to identify and address key gaps.</p>	<p>The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths.</p> <p>Increased progress and attainment for those pupils who had fallen further behind during lockdown.</p> <p>An increase in disadvantaged pupils attaining GLD at the end of Foundation Stage, the Expected+ standards for KS1 and KS2.</p>
<p>To develop pupil resilience and wellbeing across school (specifically after lockdown and return to school as identified on SDP Priority 2 and 3)</p>	<p>Kindness Jars, motivational resources and competition resources</p> <p>£820</p>	<p>Pupil resilience and wellbeing has been identified by the Government as a key issue that must be addressed. Disadvantaged pupils may experience more issues with resilience and wellbeing due to factors in their home lives.</p>	<p>Wellbeing surveys and child conferences indicate pupil resilience and wellbeing improves over the year.</p>

To provide social, emotional and behavioural support across school	BLIS £5000	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 children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	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.
To support and enhance the learning experiences of current LAC pupils	Total amount of received for LAC pupils (PEP Funding) £3400	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	1 x additional midday staff £3,880	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 develop and enhance reading provision and resources across school	English consultant Jane Creed £350 Reading books £3000	We believe reading is the key to all learning and are keen to develop confident readers from EYFS. Disadvantaged pupils may have less support at home with reading and less access to a range of reading material, so it is important that school can provide a range of books for pupils to use at school and also take home.	Increase in reading attainment and progress for all pupils, including disadvantaged.

<p>To develop and enhance IT provision to help support disadvantaged pupils generally, and also with remote learning</p>	<p>Laptops £10,000</p>	<p>Additional laptops will enable all pupils to access IT more regularly within the classroom, thereby building their confidence and computing skills. We also aim to have a bank of laptops that we can offer to disadvantaged pupils in the event of a local lockdown/isolation, as the Government offer does not guarantee to provide immediate devices for all disadvantaged pupils.</p>	<p>All disadvantaged pupils have the option of using a school laptop to access remote learning provision.</p> <p>Child conferences/teacher feedback report that pupils have increased opportunities to use IT within the classroom.</p>
<p>To enhance outdoor provision across school</p>	<p>£10,000</p>	<p>Updating the outdoor provision in EYFS and the school playground will provide disadvantaged pupils with access to equipment and opportunities that they may not otherwise access outside of school.</p>	<p>Child conferences show that pupils gain enjoyment from a range of outdoor experiences.</p> <p>Teacher feedback suggests outdoor space is better utilised and playtime behaviour improves.</p>
<p>To provide enrichment activities through musical and cultural activities</p>	<p>Mini Music with Jan Stone £10,639</p>	<p>The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).</p>	<p>Child conferences show that pupils gain enjoyment and confidence from the music sessions.</p> <p>Pupils are able to perform in front of an audience.</p>
<p>To provide qualified sports coaches to offer a range of after school sports clubs</p> <p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>To introduce new sports to encourage more pupils to take up sport and physical activities.</p>	<p>Sports coaches from Tameside Active</p> <p>£5,007 (depends on cost/allocation of Sports Premium)</p>	<p>Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing.</p> <p>Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps them to learn better, and also improves your mental health.</p> <p>Providing a wider range of sporting opportunities will enable disadvantaged pupils to access experiences that they wouldn't otherwise have</p>	<p>Feedback from coaches and teachers suggests pupils' fitness and teamwork skills have improved overall.</p> <p>Child conferences show that pupils understand the importance of keeping active and healthy and that they have enjoyed a range of different sports.</p>

To provide opportunities for ICT to be used to engage in homework activities	Timestable rockstars £98	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	Pantomime £1699	The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment). We aim to provide a range of enrichment activities and opportunities that many pupils may not otherwise have access to.	Pupil feedback comments on enjoyment of enrichment activities.
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 all pupils including disadvantaged.
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 for all pupils, including disadvantaged	Designated safeguarding officers report that safeguarding concerns have been efficiently and appropriately recorded, enabling early intervention where needed. Safeguarding concerns regarding disadvantaged pupils are analysed and support sought/provided
To provide additional intervention for disadvantaged pupils with SEND	Doodle maths and English intervention software £540	36% of our SEND pupils are also disadvantaged. This software provides pupil-specific daily intervention sessions to address gaps and increase progress/attainment.	SEND and disadvantaged pupils make expected progress relative to their starting points Pupil feedback reports greater confidence and enjoyment of software.
To address priorities specific to School Development Plan and support Staff CPD at all levels	Costs of implementing SDP 11,608 School Improvement Officer	School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils.	The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths.

	£6749	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.	Increased progress and attainment for those pupils who had fallen further behind during lockdown. An increase in disadvantaged pupils attaining GLD at the end of Foundation Stage, the Expected+ standards for KS1 and KS2.
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Total received- **£110,240**

Total allocated to spend- **£110,240**

Strategy Approved- Nov 2020

Review Date- March 2021