

Allerton Bywater Primary Pupil Premium Funding 2018-19 PPG Expenditure



Use of the Pupil Premium Income

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. The funding brings in £1320 per pupil. It is allocated to schools based on the number of children who come from low-income families – this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government’s key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible. Even if your child does not have a school dinner, it is vital for school to know if they are entitled to a free school meal.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	361 + 39 F1 = 400
Total number of pupils eligible for PPG	F1 = 4, F2 – Y6 = 72 Total 76
Amount of PPG received per pupil	£1320
Total amount of PPG received	£100,320

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some children eligible for PP do not show good learning behaviours and this hinders their progress
B.	Some children have low levels of confidence or negative self-belief as learners
C.	20% of the children eligible for PP are also on the SEND register
D.	The majority of the children eligible for PP arrive at school already behind their peers
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Some families need support in order to ensure children arrive at school ready to learn
F.	13% of the children eligible for PP also have issues around attendance

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress and outcomes for PP eligible children.	PP children are able to catch up, keep up or extend learning according to their individual abilities. Progress is good from all starting points.
B.	Improved readiness for learning.	PP children develop good learning behaviours and improved ability to self-regulate.
C.	Increased attendance rates for pupils eligible for PP.	Overall attendance amongst pupils eligible for PP improves from 93% to closer to the school target of 97%. The proportion of PP children with persistent absence (below 90%) is reduced from the current 14%.
D.	Targeted support closely focused on need minimises external barriers to learning and improves parental engagement.	Specialist services for guidance and support are available for vulnerable families. Parents of PP children feel better able to support their children's learning.
E.	Children arrive at school with the correct uniform, equipment and resources to access learning.	Children are not disadvantaged by parental inability to purchase items or pay for activities/experiences.

Key Priorities:

- To improve the outcomes for PP children in reading, writing and maths in all year groups and narrow the gap between PP and non PP children
- To provide pastoral support for all PP children; supporting their social and emotional development and supporting families experiencing difficulties
- To increase the attendance of PP children and work with parents to improve arrival time at school
- To raise the awareness of the Pupil Premium Champion (Sarah Thomas) and for parents to understand the supportive role of the PP Champion for themselves and their families

Issue identified	Action	Cost from PP budget	Projected impact for Disadvantaged Pupils	Outcomes/Impact for Disadvantaged Children
<p>To raise the attainment and progress of PP children in literacy and maths across school</p>	<p>Regular pupil progress meetings to inform progress.</p> <p>Increase the quality of teaching across the school to at least good.</p> <p>Provide effective staff CPD.</p> <p>Provide 1-1 and small group support to remove barriers to learning and raise attainment.</p> <p>Provide quality reading books to promote a love of reading at school and home and raise the attainment and progress of PP children.</p> <p>TAs to read more frequently with PP children</p> <p>Toe By Toe/Stride Ahead interventions.</p> <p>Maths interventions for targeted children.</p>	<p>£5000</p>	<p>Half termly pupil progress meetings ensure SLT best support PP children across school.</p> <p>SLT and Middle Leaders lead supportive coaching ensuring good quality teaching or better to raise outcomes for pupils.</p> <p>Quality CPD available for all staff.</p> <p>Extra provision in reading, small group pre learning, consolidation support and specific interventions helps PP children to 'catch up' and/or fulfil their potential</p> <p>Good quality, engaging reading books to excite the children when reading.</p> <p>Well planned targeted interventions promote children's learning. This is used to close the gaps PP children may have.</p>	<p>Ongoing – reviewed half-termly</p>

	Quality Maths resources readily available.			
Early identification of PP children	EY top up places funded for disadvantaged children. EY outdoor provision to allow the development of gross and fine motor skills from lower starting points.	£6000 £3000	PP children have additional sessions funded providing early interventions. Quality equipment supports the staff develop the children's gross and fine motor skills.	Ongoing – reviewed half-termly
Improve speech and language skills	Low level speech and language skills identified and supported early. PP children with speech and language needs identified and made provision for. Training for EY staff to run 'Talk Boost' sessions Small group narrative and vocabulary groups Parents meeting with SALT	£6000 £5000	A qualified Speech and Language therapist is employed weekly to deliver quality sessions and train teaching assistants to deliver the programmes. This enables children to close the gap through regular targeted sessions. Two Teaching Assistants are trained to deliver early Talk Boost sessions enriching the children's language skills. Increasing the children's vocabulary bank will increase the children's confidence when speaking and during lessons. Parents are able to better support their children at home.	Ongoing – provision reviewed weekly April 2019
Contribution to Academy Trust Disadvantaged Fund		£5000	Experiential learning opportunities available to PP children throughout the year.	Ongoing – reviewed half-termly

<p>To provide pastoral support to PP children and their families</p>	<p>Pupil Welfare Manage and Learning Mentor support working with children and their families</p> <p>SEMH support for children and families</p> <p>Mindfulness training for staff and children</p> <p>Emotional Literacy Assessments</p> <p>Behaviour Management training for all TAs and lunchtime staff</p> <p>Lunchtime clubs to support behaviour and SEMH</p> <p>Playground equipment</p> <p>Continue Fairshare for disadvantaged families</p>	<p>£10000</p>	<p>Pupil welfare team support the children to develop behaviour for learning.</p> <p>Pupil Welfare team support the families around the child.</p> <p>Children’s emotional needs are supported through staffs training and knowledge.</p> <p>Staff and children complete Emotional Literacy Assessment to support the children’s individual needs.</p> <p>All staff (teachers, TA’s lunchtime and wrap around) have training to support the children’s behaviour in a positive manner.</p> <p>Encouraging positive lunchtime experiences reduces lost learning time.</p> <p>Quality equipment is used to support engaging playtimes and development of sharing, turn taking skills etc</p> <p>Providing food for the families on a Friday supports the families feeding their children over the weekend when not in school.</p>	<p>Ongoing – reviewed half-termly</p> <p>Autumn 2018</p> <p>November 2018</p> <p>Ongoing – reviewed half-termly</p>
<p>To raise attendance of PP pupils</p>	<p>Work with families to removed Barriers to Learning, raise</p>	<p>£1000</p>		<p>Ongoing – reviewed half-termly</p>

	<p>attainment and improve attendance</p> <p>Work with individual families to reduce number of persistently late pupils</p> <p>Attendance to be celebrated with attendance certificates and rewards</p>		<p>Children need to be in school to learn. Removing attendance barriers and late arrival is supported firstly by the pastoral team and if attendance continues to be a problem external support/guidance highlights the importance of regular attendance.</p> <p>Attendance certificates given out weekly in celebration assemblies.</p>	
Subsidised wrap around care – Breakfast and Teatime Club	<p>Ensure targeted children have a positive start to their learning day at school</p> <p>All Y6 pupils to have breakfast during SATs week encouraging them to be here on time and ready for their learning</p> <p>Homework not being completed; poor preparation for school day</p>	£15000	<p>Identified children are invited to attend. Issues and barriers to learning can be addressed before the school day starts.</p> <p>Children are encouraged to come to school for a healthy breakfast with the Pupil Welfare Team in attendance to address any worries or issues before SAT's</p> <p>Children have opportunity to complete homework in supported environment</p>	Ongoing – reviewed half-termly
Sports Coaches	Coaches are sourced to run after school clubs and lunchtime clubs.	£3000	PP children are encourage to take part in clubs.	Ongoing – reviewed half-termly
Lack of opportunity to learn musical instrument	Subsidised music tuition	£2000	Targeted children to have the opportunity to learn an instrument of their choice.	Ongoing – reviewed half-termly

Children unable to afford school trips	Subsidised school and residential trips	£2000	All children have the opportunity to take part in school trips and residential.	Ongoing – reviewed half-termly
Hardship Fund	Provide uniform and essential school equipment.	£1000	Children can be provided with uniform, PE kits or coats from parental requests. Staff members can to the pastoral team who will sensitively suggest this to the parents.	Ongoing – reviewed half-termly
PP children who are also SEND	Targeted support	£20000	Appropriate provision; differentiated curriculum, speech and language therapy, external agency involvement helps remove barriers to learning.	Ongoing – reviewed half-termly
PP boys and reluctant readers	High interest, low level books for school library	£1000	Improvement in boy's and reluctant reader's levels; more engagement with library and reading both in school and at home.	Ongoing – reviewed half-termly
Improve parental involvement in children's learning through the appointment of a Pupil Premium Champion	<p>Sarah Thomas identified as Pupil Premium Champion</p> <p>Attendance at Pupil Premium Conference to research the approaches to the teaching of PP children and close the gap between PP children and their non PP peers</p> <p>Support teachers and teaching Assistants in using acquired skills to accelerate progress for targeted pupils</p>	£4000	<p>As part of the SLT team Sarah will monitoring the progress of all PP children. Sarah will support the staff delivering an exciting curriculum that engages the PP children. Where training issues are identified Sarah will work with the staff ensuring wave on quality first teaching to improve outcomes.</p> <p>As a Pupil Premium Champion Sarah will be supporting the children both emotionally and educationally.</p> <p>Providing support to the parent with the established Pupil Welfare Team will encourage closer links with school.</p>	Ongoing – reviewed half-termly
Contingency Fund for PP spend through year		£11,320		
	Total spend	£100,320		