

William Harding Pupil Premium Plan (Reviewed Action Plan) 2019 – 2020



A guide to Pupil Premium

If your child is eligible for free school meals, schools may also be entitled to receive a sum of money to boost their learning.

What is Pupil Premium?

Introduced in 2011, the **pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children**. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Is your child eligible?

Schools are given a pupil premium for children;

- In Reception to Year 6 who are, or have ever been, entitled to free school meals based on their family income: £1320 per pupil, per school year
- In care: £2300 per pupil, per school year
- Previously in care who have been adopted, or who have a special guardianship order, a child arrangements order or a residence order: £2300 per pupil, per school year
- Recorded as being from service families: £300 per pupil, per school year

How can it be spent?

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

Common ways in which schools spend their pupil premium fund include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Investing in resources that boost children's learning, such as laptops or tablets.
- Creative and bespoke ways to support the pupil

All of the children in a class will reap some benefit from how the school spends its pupil premium: for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support.

How is it spent at William Harding?

At William Harding we have chosen to spend out Pupil Premium money to support the following areas which we have identified as being barriers to success for our Pupil Premium children'

- Well-being and pastoral support for eligible pupils
- Increasing a range of opportunities for eligible pupils
- Support for eligible pupils in all year groups to narrow the gap including Early Years (see EYFSP plan additionally)
- Increased attendance rates for eligible pupils

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All schools have to show how they are using their pupil premium fund appropriately. In our William Harding Pupil Premium Plan 2019/20 we show you how much money we have been allocated, how we intend to spend it and how it makes a difference to the attainment of disadvantaged pupils.

If your child qualifies for free school meals – it is very important that you tell us – even if they have packed lunch – as this enables their entitlement to Pupil Premium.

1. Summary information				
School	William Harding School			Total PP budget £131,880
Total number of pupils	737	Number of pupils eligible for PP	128 (Sept)	Date for internal review of this strategy
July 2020				
2. Previous attainment 2019				
	Pupils eligible for PP %		Pupils not eligible for PP %	
	2019 school data (LA Data dashboard/DN)		school	national other (2018)
% achieving GLD	43		60	72
% achieving Phonics Screening Check	91		78	82
% making KS1 expected standard in reading	41		53	79
% making KS1 expected standard in writing	29		32	74
% making KS1 expected standard in maths	47		55	80
% making KS2 expected standard in reading, writing & maths	14		46	64
% making KS2 expected standard in reading	36		63	75
% making KS2 expected standard in writing	36		58	78
% making KS2 expected standard in Grammar, Punctuation & Spelling	40		72	78
% making KS2 expected standard in maths	29		60	73
3. 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.	The percentage of pupils eligible for PP attaining the expected level in each year group is generally below that of pupils not eligible for PP			
B.	Pupils eligible for PP lack opportunities due to financial disadvantage & may have fewer life experiences to link to their learning in reading and writing			
C.	Pupils eligible for PP may suffer from low self-esteem; they may lack motivation and aspiration and this may affect their attitude to learning			
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>				
D.	Attendance for PP children is below attendance for non PP – this reduces their school hours and causes them to fall behind			

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E	Parental engagement may be low for this group which means pupils may not be well supported at school	
4. Desired outcomes <u>Due to COVID Y1,3,4&5 data is from March 2020. Phonics EYFS, Yr2&6 is predicted data July 2020. All other judgements are until March 2020.</u>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Diminishing the difference further of PP pupils in KS1 and KS2 so they achieve in line with national non PP children in reading, writing and mathematics.</p> <p>Improve attainment of disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Pupil Progress Meetings, QLA & data analysis shows the difference between attainment of PP pupils and non PP pupils is diminished further in all year groups and subjects ● Pupils eligible for PP make good progress in Key Stage 1 and Key Stage 2 in reading, writing and maths ● Measured in Y1-6 by teacher assessments and successful moderation practices established within the school and with other schools ● Phonics to remain above National 82%+
B & E	Increased home support, parental engagement so pupils can access all the enrichment taking place at school	<ul style="list-style-type: none"> ● Increased % of pupils eligible for PP are attending homework club and extra-curricular clubs ● All PP parents attend Parental Consultation Meetings ● Increased attendance of PP parents at parental workshops other year group and whole school events such as 'Come and Read' enabling greater support of their children ● Parents are more actively involved in their children's learning and work with the school to prepare pupils for secondary school ● Staff to organise enriching trips/experiences to enhance the children's understanding and engagement in society (<i>cancellations due to COVID but were planned</i>) ● Pupils eligible for PP experience a range of life, awe and wonder experiences (<i>cancellations due to COVID but were planned</i>) ● Pupils diminish the difference in reading and writing
C	Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment	<ul style="list-style-type: none"> ● Pupils eligible for PP display positive behaviours and respond to precision intervention for emotional and social issues ● The gap between PP and all pupils will diminish in all year groups due to enhanced learning behaviours ● Staff to monitor pupil wellbeing and report to the pastoral tem concerning issues arising PP ● Children are supported through nurture activities, enabling them to be in a better place to access learning ● PP pupils access our FLOs, counsellor, Reading Dog and other programmes to receive support with their emotional wellbeing ● School uniform needs are supported through the PP funding.

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D	Increase attendance rates for pupils eligible for PP and vulnerable pupils.	<ul style="list-style-type: none"> • Overall PP attendance continues to improve in line with others • Gap between % of late sessions for pupils eligible for PP and those not eligible for PP narrows 			
5. Planned expenditure					
Demonstrating how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>A. Diminishing the difference further of PP pupils in KS1 and KS2 so they achieve in line with national non PP children in reading, writing and mathematics. Improve attainment of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All staff have a target for PP attainment/progress on performance management • Ensure books of PP pupils are a priority in monitoring • Children to have challenge in lessons and not have a 'setting' ceiling placed upon them • Pupil Progress meetings focus on all & PP as a group and individuals ensuring ALL PP are on the provision map for interventions • Identify and address main barriers to learning for pupils eligible for PP • Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact 	<p>Rationale: We believe that pupils will reach their FULL potential if support is carefully focused</p> <p>Evidence: The Pupil Premium: an Update Ofsted 2014 reports that 'effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage</p> <p>Evidence: EEF Toolkit suggests high quality feedback is an effective way to improve attainment</p> <p>The Pupil Premium: Update Ofsted 2014 reports that 'Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap'. 'They target interventions forensically...</p>	<ul style="list-style-type: none"> • Pupil observation/Pupil voice • Lesson observation to ensure strategies being implemented effectively • Monitoring and analysing data on Curriculum ladders & Flight paths • Pupil Progress Meetings • Disadvantaged pupils to be effectively supported in class to 'keep up' not catch up and therefore meet their full potential From March during partial closing these pupils were focussed upon to attend school or supported at home by the Pastoral team (Counsellor, FLO, SEN) with additional weekly calls and home deliveries, printed home learning, Digital poverty checks were carried out, laptops given to the those at home, Food vouchers, All safeguarding meetings took place 	<p>PP leads; HT, DHT x 2, AHT</p>	<p>Half termly at Pupil progress reviews.</p> <p>Regularly reported in HT report to Governors.</p>

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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>A. Diminishing the difference further of PP pupils in KS1 and KS2 so they achieve in line with national non PP children in reading, writing and mathematics.</p> <p>Improve attainment of disadvantaged pupils.</p>	<ul style="list-style-type: none"> Bespoke interventions to be put in place to support closing the gap Additional teacher to be placed in year 6 so the cohort is taught in four smaller focused groups Additional TA support in Yr 2 to support the pupils push to EXS Strongest TA with the best subject knowledge in Yr 6 Homework club to support additional learning that may not happen at home Boosters for pupils to plug the gaps in learning 	<p>Teachers will be supported to ensure PP pupils make accelerated progress and gaps with non PP are closed.</p> <p>Teachers will understand barriers to learning for their PP children and be supported with strategies to overcome these as indicated in Pupil Premium Provision Maps</p>	<ul style="list-style-type: none"> Pupil observation/Pupil voice Lesson observation to ensure strategies being implemented effectively Monitoring and analysing data on Curriculum ladders & Flight paths Pupil Progress Meetings Disadvantaged pupils to be effectively supported in class to 'keep up' not catch up and therefore meet their full potential as above in bold 	<p>PP leads;</p> <p>HT, DHT x 2, AHT</p>	
Total budgeted cost					£108,720
iii. Other approaches; New					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>B & E. Increased home support & parental engagement so pupils can access all the enrichment taking place at school</p>	<ul style="list-style-type: none"> Each year group to organise enriching experiences across the year linked to the curriculum and our enrichment curriculum Class teachers to phone PP parents to arrange parent consultations, if an 	<ul style="list-style-type: none"> Experiences support reading and writing so pupils are able to access knowledge Lack of parental support and engagement is a key barrier to learning for pupils Pupils can afford to go on trips 	<ul style="list-style-type: none"> Curriculum maps to be completed Feedback from staff Pupil voice Timetabled events and sessions 	<p>PP leads;</p> <p>HT, DHT x 2, AHT</p> <p>FLO</p> <p>SENDCo</p>	Termly

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	<p>appointment has not been made</p> <ul style="list-style-type: none"> • To finance costs of trips & experiences for PP pupils so they have rich experiences • To run homework clubs so that pupils have support with their homework and complete it to close the gap • Parental engagement events such as Come and Read, Open Classrooms, Assemblies etc • Parent information events such as Phonics, Reading, SATS etc • Family Learning Courses held at school to support parent skills in a variety of areas • Parent drop in session for SEN, FLO for information and support 	<ul style="list-style-type: none"> • Homework is supported and completed 			
<p>C. Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment</p>	<ul style="list-style-type: none"> • Safeguarding team to work with parents and pupils targeting support for families. Delivering a range of programmes including: bereavement, self esteem, anger management, protective behaviours. • Mentoring scheme for vulnerable pupils with staff • Support for staff who have vulnerable pupils in class • Support with funding of places to PP children for external school clubs 	<ul style="list-style-type: none"> • Families that are supported will then pass this support onto their children so pupils are happier and more relaxed • Financial restraint should not prevent any child from accessing extracurricular activities • Pupils feel relaxed and safe at school • Pupils attend BC and have a nutritional and nurturing start to the day 	<ul style="list-style-type: none"> • Safeguarding team to support pupils and parents in meet and great parents. • Parental voice • Work to show children's understanding has been enriched by experiences • N/A COVID • Lesson observations show a high level of engagement • Behaviour analysis 	<p>PP leads; HT, DHT x 2, AHT Counsellor FLOs</p> <p>Specialist Teacher and TA</p>	<p>Jan 2020</p>

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	<ul style="list-style-type: none"> • Opportunity to attend breakfast club for those who fall below 96% attendance • Sessions with our in house counsellor • AHT and TA to support pupils with needs manage their behaviour to access the school environment 				
Total budgeted cost Trips FLO Counsellor					£63,130
iv. Other approaches; continuing					
D. Improve attendance, PA and lates for all vulnerable groups	<ul style="list-style-type: none"> • FLOs to support and monitor families with identified attendance and lateness issues e.g parent meetings, contract meetings, home visits, support, transportation support • To ensure pupils attend school promptly to access all learning opportunities • Use of attendance consultant to provide training, support and intervention • Attendance awards incentive programme to improve number of children achieving 100 % attendance per term. 	<ul style="list-style-type: none"> • To support the learning of pupils they first need to attend school. • To support parents in understanding the importance of attending school. • To support pupils and staff in the importance of promoting attendance 	<ul style="list-style-type: none"> • FLOs support parent contract home visits. • Parents to speak to school if they require support. • Absence report information SIMS analysis • Evaluation of system for tracking lates and absence • Record of communication with targeted families • Minutes from meetings with parents • Involvement from external agencies where required 	PP leads; HT, DHT x 2, AHT FLOs Attendance consultant	Jan 2020
Total budgeted cost attendance					£1,324