



Parsons Down Partnership

Pupil Premium Grant Planned Expenditure

2019-2020

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

Schools decide how the allocated pupil premium funding should be spent, since they are best placed to assess what additional provision should be made for these pupils. All schools are required to report on the amount of funding received, how this is being allocated and the impact of any additional support or provision.

For more information on the Pupil Premium, please visit: <http://www.education.gov.uk/schools/pupilsupport/premium>

Our Vision:

At Parsons Down Partnership, we believe in the importance of good quality teaching together with an ethos of high ambitions for all pupils. We place great value on the social and emotional needs of our pupils and we work hard to support them. Indeed, without these basic foundations we know children will not be able to learn effectively and standards will not be raised.

Our vision is supported by six key successes and a number of key principles:

- Strong leadership, culture and values, underpinned by the understanding that a great education is far more than meeting accountability targets.
- High expectations of all pupils, regardless of background or barrier to learning.
- A clear understanding of the barriers to learning vulnerable learners face. A focus on the importance of good adult-pupil relationships as well as a relentless drive to overcome barriers.
- Targeted strategies that prioritise access to the highest quality teaching and focus on pupil need.
- A reflective, evaluative culture, where data and evidence is used intelligently for improvement.

- A recognition that the highest level of accountability is to pupils and their families and that sense of accountability for all pupils is shared across the school, with all stakeholders.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We monitor and evaluate our Pupil Premium spending, avoid spending it on activities that have little impact on achievement, and spend it in ways known to be most effective.

Number of pupils and pupil premium grant (PPG) received	
Pupils in school	400
Proportion of disadvantaged pupils	15.5% (62/400)
Pupil premium allocation this academic year	£93,040 (£23,260 per quarter, April – March)

Disadvantaged pupil progress scores for last academic year	
<i>Measure</i>	<i>KS2 Score</i>
Reading	-1.5
Writing	0.4
Maths	-1.9

Disadvantaged pupil performance overview for last academic year

<i>Measure</i>	<i>Score</i>
EYFS GLD	50%
Phonics Year 1	66.7%
Phonics Year 2 re-take	100%
Expected Standard KS1 (RWM)	42.9%
Expected Standard KS2 (RWM)	46.7%

In-school barriers

Many of our disadvantaged children have attendance issues which result in learning gaps. Similarly, many are regular late in the mornings and start the day needing emotional support and adult interactions.

Lunchtimes can be challenging for our disadvantaged children with many requiring emotional support, positive interactions or support with behaviour.

Many disadvantaged children have low aspirations and expectations – they lack self-belief and pride.

External barriers

Some of our families of disadvantaged children do not engage with school through communication, homework/reading support and parent meetings.

Three Year Objectives for PPG spending

1. Improve attendance and punctuality for disadvantaged pupils
2. Reduce the social and emotional barriers to learning for disadvantaged pupils
3. Through quality first teaching and raising the profile of PPG pupils, ensure disadvantaged pupil outcomes improve and become in line, or better than national.
4. Through the development of a new curriculum, ensure there is an emphasis on vocabulary to develop the language skills of disadvantaged pupils.

5. Through designated 'Time for Talk' meetings, ensure positive relationships are built between teachers and families of disadvantaged pupils.
6. Develop better systems for registration of Pupil Premium allowance in EYFS so children are identified early and support systems are put in place immediately.

Objectives of PPG spending 2019/20

1. To improve attendance and punctuality for disadvantaged pupils

- Work alongside and support families to reduce absence and lateness of disadvantaged children through the provision of a free breakfast club
- Provide a nurturing morning environment to ensure children start school ready to learn

2. To reduce the social and emotional barriers to learning

- Support children with their emotional struggles through regular, positive interactions with PPG champions
- Build self-esteem and confidence for all learners
- Set high expectations and high aspirations, regardless of background or barriers to learning
- Support children with lunch times through positive adult interactions and a safe space to interact with peers and have fun

3. To raise the profile of disadvantaged pupils across the Partnership

- Make PPG the first group for discussion at Pupil Progress Meetings
- Staff meeting to reflect on what the current learning experience is like for disadvantaged children in the classroom
- Disadvantaged child strategy sheet to identify the actions for individual pupils – reviewed termly
- Middle leaders to put disadvantaged pupils at the forefront of their improvement work
- Pupil conferencing, book looks, learning walks to evaluate the impact of strategies on learning

4. To provide early intervention support in phonics for disadvantaged pupils at risk of not passing the phonics screen

- Release time for Phonics lead to monitor progress of disadvantaged pupils in Year 1 and Year 2 (re-takes) and organise relevant interventions when they have been identified at risk
- Funding for additional trained adults to lead phonics interventions for these at-risk children to ensure they pass the phonics screen

5. To provide additional Educational Support Assistant provision for disadvantaged pupils who are not making good or better progress

- ESA support to target disadvantaged pupils who are not making good or better progress

Record of PPG projected spending by item/project 2019/2020

<i>Detail of Spend</i>	<i>Cost</i>	<i>Objective</i>	<i>Intended Outcomes</i>	<i>Review</i>
<p>Breakfast Club for disadvantaged pupils</p> <p><i>(Budgeted for 3 mornings a week – Mon, Wed, Fri)</i></p> <p>(Objectives 1 & 2)</p>	<p>£10,024</p> <p>£6194 – Staff £2330 – non staff costs £1500 – food</p>	<p>To improve attendance and offer emotional support</p>	<ul style="list-style-type: none"> ➤ Quality of provision provided at Breakfast club will be high and children will enjoy attending. ➤ Positive relationships will develop between staff, pupils and parents. ➤ Attendance percentages for targeted PPG pupils will increase. ➤ Lateness percentages for targeted PPG pupils will decrease. ➤ Children arrive in lessons emotionally happier and ready to learn. 	<p>This was planned and costed out ready for September start. However, with the school lockdown and the gap between PPG children widening, focus will be on academic catch-up.</p>
<p>Lunchtime SEAL club at the junior school</p> <p><i>(Budgeted for 2 lunchtimes a week – Tue & Thur)</i></p> <p>(Objective 2)</p>	<p>£3073</p> <p>£2323 – Staff £750 – non staff costs</p>	<p>To support the emotional well-being of PPG pupils at lunch times</p>	<ul style="list-style-type: none"> ➤ Quality of provision provided at SEAL lunch club will be high and children will enjoy attending. ➤ Positive relationships will develop between staff, pupils and parents. ➤ Behaviour incidents for PPG children will reduce. ➤ Children arrive in class in afternoon emotionally happier and ready to learn. 	<p>This was planned and costed out ready for September start.</p> <p>ACTION FOR NEXT YEAR: As the emotional need will be great in September with children re-adjusting to school, we will operate three SEAL lunchtime clubs so groups can be much smaller. The family support workers will run the infant and upper school and an ESA will run the lower school. PPG children will be prioritised.</p>

<p>'PPG Champions' for group and individuals</p> <p>(Objective 2)</p>	<p>£19,549</p> <p>£12,022 – Family Support Workers £7527 – Senior leader time</p>	<p>To engage children in their learning and offer support and challenge</p>	<ul style="list-style-type: none"> ➤ Quality of provision provided by PPG Champions will be high and children will enjoy meeting. ➤ Positive relationships will develop between staff, pupils and parents. ➤ Presentation and pride in work will improve. ➤ Evidence that children are engaged in their learning – responding to feedback consistently. ➤ Level of challenge and work productivity in books will increase with raised expectations. 	<p>Groups were organised and started just before lockdown occurred. Most champions had completed 1-2 sessions with their focused children and there had been a positive response from pupils. After lockdown, we started a vulnerable check list with all PPG children. Family support workers were based at home and rang the families frequently to check in and offer support.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> • Families who were struggling with home learning were identified and photocopied packs were made available for them. • Issues with supermarket vouchers were rectified straight away to reduce stress and worry for the families. • Some emotional referrals were completed for pupils who were identified as particularly struggling with mental health. • Maintained positive links between PPG families and school.
<p>Senior Leader monitoring</p> <p>(Objective 3)</p>	<p>£7526</p> <p>Leadership release time</p>	<p>To raise profile of disadvantaged pupils across the Partnership and ensure high quality first teaching for all</p>	<ul style="list-style-type: none"> ➤ Quality of provision for PPG children in the classroom will be high and children will enjoy learning. (Use of the disadvantaged children strategy summary sheet.) ➤ Positive relationships will develop between staff, pupils and parents. ➤ Presentation and pride in work will improve. ➤ Feedback and marking will be high quality and will show PPG children how to develop their learning. They will respond positively to this. ➤ Level of challenge and work productivity in books will increase with raised expectations. 	<p>Staff meeting on PPG focus delivered. PPG pupil strategy sheets introduced. Unfortunately lockdown ensured impact was limited over the course of the year.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> • Teachers identified their PPG children and their profile within the class was raised. • Daily reading between teacher and low PPG readers – Salford reading scores increased. • Positive interactions with PPG children started to increase in classroom • PPG books became a first priority for marking. • PPG became first focus of pupil progress meetings – teachers more knowledgeable about individual needs of child.

			<ul style="list-style-type: none"> ➤ PPG children will make good or better progress. ➤ PPM meetings and scheduled monitoring will be used for regular meetings between leaders and teachers about the progress and attainment of the PPG children. 	<p>ACTION FOR NEXT YEAR:</p> <ul style="list-style-type: none"> • Use PPG strategy sheets for each child again. • Use this as a monitoring tool and hold teachers accountable. • Set Salford targets for end of year for low PPG readers. • Discuss PPG children as first vulnerable group in pupil progress meetings.
<p>ELSA and 1:1 support for disadvantaged families</p> <p>(Objectives 1 & 2)</p>	<p>£12,021</p> <p>Family Support Worker time</p>	<p>To support the emotional well-being of PPG pupils and their families</p>	<ul style="list-style-type: none"> ➤ Disadvantaged families have a support network that they can access easily ➤ Disadvantaged pupils have weekly support with specific emotional needs through ELSA sessions 	<p>Family Support Workers continued to build positive relationships with PPG children and their families. During lockdown, made regular contact with all families. ELSA sessions happened in autumn and spring term before lockdown.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> • Positive relationships built with families. Reflected in the trust families showed us during lockdown – talking honestly about home learning experiences. • Additional phone calls offered to families who were identified as struggling and school places offered for children who were struggling and vulnerable. • A couple of referrals made for emotional health academy support for families/pupils who FSW identified as struggling mentally. <p>ACTION FOR NEXT YEAR:</p> <ul style="list-style-type: none"> • ELSA support will be greatly needed in September. Designated person budgeted for to deliver ELSA support in different bubbles – Family support worker in PDI (placed here to make early links with families), ESA in lower school and different ESA in upper school. PPG children will be prioritised.

<p>Phonics Lead release time and additional phonics interventions for identified disadvantaged pupils</p> <p>(Objective 4)</p>	<p>£4000</p> <p>Phonics lead release time and staffing for interventions</p>	<p>To ensure disadvantaged Year 1 phonic results are in line with national.</p> <p>To ensure disadvantaged pupils re-taking the phonics screen in Year 2 pass</p>	<ul style="list-style-type: none"> ➤ Careful, regular monitoring of disadvantaged pupils in Year 1 & 2 phonics groups ➤ Identification of next steps for individual children to pass the phonics screen ➤ Carefully planned small group phonic interventions to close the gaps 	<p>Phonics progress was being carefully monitored and intervention groups were being planned effectively. With lockdown, phonics screening was stopped for this academic year. Differentiated phonics groups could no longer happen due to crossing of pupils and lack of additional staff. Basic phonics was covered in bubbles and phonic materials were made available to parents for home learning. A phonics summer challenge was also added to the website.</p> <p>ACTION FOR NEXT YEAR:</p> <ul style="list-style-type: none"> • Continue with phonics lead role and careful monitoring of phonics progress for PPG pupils. • Phonics lead to work with new English lead to ensure impact of phonics is transferred to reading results for our PPG pupils. • Additional ESAs for infant classes to ensure phonics groups can be delivered from September. • New reading scheme books which will support phonics development available from September.
<p>Additional Educational Support Assistants to work with disadvantaged pupils in the class</p> <p>(Objective 5)</p>	<p>£10,000</p>	<p>To ensure there is additional support provided for disadvantaged pupils who are identified as not making good or better progress</p>	<ul style="list-style-type: none"> ➤ Careful monitoring of disadvantaged pupils across the Partnership and quick identification of pupils who are not making good or better progress and so are at risk of not reaching end of year targets ➤ Additional adult support within the class setting to provide disadvantaged pupils with targeted support ➤ These stuck children make progress and become on-track to achieve their predicted end of year targets 	<p>Interventions were focused and happened mainly out of the class setting in small group or 1:1 precision teaching. Results showed impact and children making progress. However, these all stopped in lockdown and were unable to continue for the remainder of the academic year due to crossing of bubbles and staffing.</p> <p>ACTION FOR NEXT YEAR:</p> <ul style="list-style-type: none"> • Provide additional class ESA support for all classes across the Partnership. • PPG children will have many academic gaps which will need addressing. • Some PPG children will struggle with re-integration back into school setting. ESAs

				available from start of school day to support their transition into class.
<p>Sensory Circuits</p> <p>(Four mornings a week, 8.00-8.40)</p> <p>(Objectives 1 & 2)</p>	<p>£5000</p>	<p>To ensure disadvantaged children with sensory needs start their day with exercises which will improve concentration and well-being</p>	<ul style="list-style-type: none"> ➤ Improved attendance ➤ Improved well-being and concentration levels ready for learning 	<p>Sensory circuits operated for autumn term and most of spring term. It stopped when school went into lockdown in March and did not continue for the remainder of the academic year due to government restrictions.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> • Attendance improved for these children as they were encouraged to be at school early. • Sensory movement aided focus and ensured they were ready for learning at start of school day. • Emotional support from adults leading sessions. • Raise self-esteem for older PPG pupils who led sessions for younger children. <p>ACTION FOR NEXT YEAR:</p> <ul style="list-style-type: none"> • Sensory circuits will not operate in autumn 1 due to government restrictions (mixing more children/sharing equipment) • Money to be invested in ESAs being in classrooms at start of day to welcome and support PPG children – listen to worries, hear them read, etc... Will need emotional and academic support as they re-integrate back into daily school life.
<p>Financial support with residential trips</p> <p><i>(Change school policy so families are encouraged to develop payment plans to</i></p>	<p>£8000</p>	<p>To offer some financial support for disadvantaged families with residential trips</p>	<ul style="list-style-type: none"> ➤ Payment plans used to breakdown costs of trips and make them manageable to families ➤ Individual conversations with families who wish to have financial support either with PPG lead or family support workers 	<p>As the school policy for support with trips, breakfast/after school clubs and school uniform was not changed and firmly embedded from the past, many parents relied on financial support.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> • Many children experienced trips and Y4/Y6 residential which enhanced their learning.

<p><i>make costs more manageable over time)</i></p> <p>(Objectives 1 & 2)</p>				<ul style="list-style-type: none"> • Support with breakfast club supported attendance for some PPG pupils. • Emotional support provided through wrap-around school clubs. • Correct school uniform helped achieve sense of belonging to school community. <p>ACTION FOR NEXT YEAR: Update the school PPG statement so parents understand that the focus next academic year will be on closing the gap. Parents will be encouraged to set up payment plans for trips and the letters will be re-worded so they do not contain a tick box for free trips. FSW will use local charities to support the purchasing of school uniform.</p>
--	--	--	--	---

Support for PPG pupils since lockdown:

- 1. Free school meal pupils:** Before the supermarket voucher scheme was operational, we worked with our school catering company to provide weekly food bags of basic provisions. These were collected from school wherever possible or home delivered if families were self-isolating or shielding. A two week food bag was also arranged to cover the Easter holiday period. When the voucher scheme became operational, all FSM families were phoned individually to have the process explained to them and to confirm how they would like to receive their vouchers. Vouchers were ordered weekly for 49 children with 7 pupils opting to have their vouchers printed weekly and delivered to them. Summer vouchers were also distributed a week before the end of term. The PPG lead dealt with a number of queries about supermarket vouchers and parents were really appreciative of the school's quick, efficient responses.
- 2. Family Support Worker contact:** A 'live' excel spreadsheet was set up for SLT to access so everyone could record contact with PPG families and could monitor issues. The two FSW operated from home and contacted parents on a regular basis depending on the need of the family. All issues related to school – such as home learning, supermarket vouchers, a request for a school place – were forwarded to the PPG lead to action.
- 3. Home Learning Packs:** Many of our PPG families identified early on that internet access was an issue and that they were struggling to access home learning. The PPG lead liaised with the home learning team lead to adapt the weekly home learning tasks so they were less reliant on internet access. We also developed a home learning pack delivery service where every week, we delivered home learning packs to pupils at home on a Thursday so they had the work to complete for the following week. 47 packs were delivered each week with 18 of these being for PPG children.

4. **School Places:** By July, we had 21 PPG children attending school each week and many more who attended for the transition visit with their new teacher. Working in small bubble groups, the PPG children flourished and many who were reluctant before, became more engaged with their learning as they were in safe spaces. 5 of these children were provided with additional 1:1 support to aid their learning. The confidence and focused learning these children gained from their time at school will definitely support them with their transition into school in September.

Priorities for next year:

Research suggests that the gap between disadvantaged pupils and their peers will increase massively as a result of lockdown and some children not attending school for nearly 6 months. Seeing PPG pupils flourish in smaller bubbles where there is more engagement and support from the teacher has inspired us to consider spending priorities for next academic year. We are going to prioritise more ESAs in classes so every teacher has designated ESA hours. Adults will be available to offer daily emotional support as well as lead targeted interventions to close the gaps for our PPG pupils.

Total PPG received	£93,040	Total PPG planned Expenditure	£79,193	Total PPG Expenditure	£80,389.39
PPG carry forward		£37,684.48			

Reviewed: 9th July 2020