



Parsons Down Partnership
Pupil Premium Grant Planned Expenditure
2020-21

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	57 out of 368 18 out of 130 – KS1 39 out of 238 – KS2
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£76, 975
Pupil premium carry-forward	£37,684
Total pupil premium available for this academic year	£114,659

There is no data available for academic year 2019-20 due to national school closures as result of Covid-19.

In-school barriers

During the school closure, many of our disadvantaged children struggled to access home learning due to lack of technology. Similarly, some families struggled with the lockdown situation and found it extremely challenging to engage their children in home learning. As a result, many disadvantaged children will return to school in September with significant gaps in learning. The gap between them and their peers will be significantly wider. Their emotional state and overall attitude to learning will also be effected.

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. Through quality first teaching and raising the profile of PPG pupils across the Partnership, ensure disadvantaged pupil outcomes improve and become in line, or better than national.
2. Through rigorous termly monitoring of PPG pupils, ensure children continue to make good or better progress.
3. Through the development of a new curriculum, ensure there is an emphasis on vocabulary to develop the language skills of disadvantaged pupils.
4. Improve attendance and punctuality for disadvantaged pupils.
5. Reduce the social and emotional barriers to learning for disadvantaged pupils.
6. Through designated 'Time for Talk' meetings, ensure positive relationships are built between teachers and families of disadvantaged pupils.
7. 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 2020/21

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

- Termly strategy sheet to identify the actions for individual disadvantaged pupils – review impact of strategies termly
- Marking of PPG books first for every subject and quality feedback provided (written or verbal) which moves learning on
- Make PPG the first group for discussion at Pupil Progress Meetings. Focus on progress – what is working well for the children making good or better progress? What actions are going to be taken to accelerate the progress of the children not meeting their potential?
- Regular staff meeting updates to reflect on what the current learning experience is like for disadvantaged children in the classroom
- Middle leaders to put disadvantaged pupils at the forefront of their improvement work especially monitoring the use of vocabulary promotion in their subject
- Pupil conferencing, book looks, learning walks to evaluate the impact of strategies on learning

2. To provide daily additional support for disadvantaged pupils within the classroom

- Pure year group classes with class sizes reduced so there is not more than 30 children within each class across the Partnership
- Class ESAs introduced into every class for morning sessions – focus on providing additional learning support for disadvantaged pupils
- Additional ESA time for targeted interventions with disadvantaged pupils one to one or in small groups.

3. 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

4. To improve attendance and punctuality for disadvantaged pupils

- Use Family Support Workers to work alongside and support families to reduce absence and lateness of disadvantaged children
- Provide a nurturing morning environment, with additional adult support in classes, to ensure children start school ready to learn

5. To reduce the social and emotional barriers to learning

- All stakeholders in the Partnership ensure they make daily positive interactions with disadvantaged pupils in their class
- Build self-esteem and confidence for all learners
- Set high expectations and high aspirations, regardless of background or barriers to learning
- Support children with specific emotional needs through ELSA support
- Family Support Workers provide positive interactions and support for particularly vulnerable pupils
- Support children with lunch times through positive adult interactions and a safe space to interact with peers and have fun

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>
Senior Leader monitoring (Objective 1)	£32,019 Leadership release time	To raise the profile of disadvantaged pupils across the Partnership and ensure high quality first teaching for all	<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. ➤ 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. ➤ Regular staff meeting updates will ensure all staff know what is working well and what needs to be improved with the provision for disadvantaged pupils. 	
Additional Educational Support Assistants to work with disadvantaged pupils in the class and provide targeted, personalised interventions	£29,611	To provide additional learning support within the classroom and targeted interventions. Ensure all PPG children make good or better progress as a result	<ul style="list-style-type: none"> ➤ Skilled use of ESA in classes to ensure additional support is provided for PPG learning ➤ 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 	

(Objective 2 & 3)			<ul style="list-style-type: none"> ➤ Targeted interventions to meet specific individual needs – impact reviewed regularly ➤ All PPG children make good or better progress and achieve or exceed their predicted end of year targets 	
Phonics Lead release time and additional phonics interventions for identified disadvantaged pupils	£5035	<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 	
(Objective 3)				
Family Support Workers: -Support for children in school -Working to support disadvantaged families	£31,200 (includes SEAL and ELSA)	To support the emotional well-being of PPG pupils and their families	<ul style="list-style-type: none"> ➤ Disadvantaged families have a support network that they can access easily ➤ FSW advice and support for financial and parenting issues ➤ Disadvantaged pupils have weekly support with specific emotional needs through ELSA sessions and informal drop-ins 	
(Objectives 4 & 5)				
Lunchtime SEAL club (Objective 5)	£2466	<p>To support the emotional well-being of PPG pupils at lunch times by prioritising them for SEAL club.</p> <p>SEAL club at PDI run by FSW, Upper School SEAL club run by FSW, Lower School run by ESA.</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. 	

Sensory Circuits Two mornings, 8.30-8.50 at PDI Five mornings, 8.30-8.50 at PDJ (Objectives 4 & 5)	£3218	To ensure disadvantaged children with sensory needs start their day with exercises which will improve concentration and well-being	<ul style="list-style-type: none"> ➤ Improved attendance ➤ Improved well-being and concentration levels ready for learning ➤ Improved motor skills/spatial awareness 		
Total PPG received for 2020-2021 £76, 975	PPG carry forward for 2020-2021 £37,684	Total PPG available for 2020-2021 £114,659	Total PPG planned Expenditure £103,549	Total PPG Expenditure	
PPG carry forward for 2021-2022					