



Pupil Premium Grant at Old Earth 2020 - 21

What is the Pupil Premium Grant?

The aim of the Pupil Premium Grant is to raise achievement among disadvantaged pupils. The Pupil Premium is allocated to children from:

- Low-income families who are currently known to be eligible for Free School Meals (plus pupils who have been eligible for FSM at any point in the last six years (known as the Ever6 FSM measure).
- pupils who are looked after or in care.
- pupils whose parents are in the armed services.

It is for schools to decide how the Pupil Premium Grant is spent. However, measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium Grant. The Government also requires schools to publish online details of how they have used the premium.

During the academic year 2020-21, Old Earth School was estimated to receive £125,000

For more details on Pupil Premium funding, please visit:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Principles

- We organise teaching and learning at Old Earth in order to meet the needs of all children in the best way.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and should be making better progress.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.
- Old Earth school staff are committed to 'Narrowing the Gap' / Diminishing the difference between vulnerable pupils and the Pupil Premium Grant forms a vital part of that process.
- We have high aspirations and ambitions for all our children and we believe that no child should be left behind.
- Our strategic objective was to close the gaps in academic performance, attendance, or involvement in enrichment activities and promote excellence for all.

Success Criteria for the Pupil Premium:

- Early intervention and support for socially disadvantaged children.
- Socially disadvantaged pupils meeting their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community.
- Developing confident and independent learners.

- All staff will continue to improve the quality of teaching, ensuring greater consistency in practice and expectations, thus reducing any in school variance.
- Increased uptake of extended school and extra curricular provision.

Use of Pupil Premium: Targeted support may include:

- Reading Intervention / Rapid Phonics intervention
- Maths Intervention inc Maths Whizz
- Individual daily Reading /Rainbow readers
- Big Maths intervention
- Individual /sml grp Numeracy or Literacy sessions
- Extra 'intervention squad' Support Staff for individuals and groups
- Emotional support through Pastoral welfare officer
- Lunchtime Support
- Access to Family learning /Parental Courses

Extended school support may include:

- Supplying uniform and resources
- Attendance at breakfast and after school clubs
- Invitation to homework club
- Attendance at Holiday Clubs

Enrichment of the curriculum may include:

- Purchase of resources
- Workshops
- Visiting professionals eg theatre companies, authors
- Subsidised trips, visits and residentials
- In-house Music tuition
- Extra curricular club attendance

The Pupil Premium Grant for 2020-21 was targeted to:

- Employ TA's to provide additional individual or small group tuition programmes for PP children who needed to boost their learning to reach their potential in Writing and Maths.
- Employing a Family welfare support worker to work to support PP children to overcome barriers to learning and to track and monitor good attendance
- Providing additional resources to support PP children's emotional well-being, breakfast club and extra curricular opportunities
- Teaching Assistant support in each class to raise attainment and accelerate pupils' progress.
- Subsidies for school visits for PP pupils to enhance and enrich the curriculum.
- KS2 Vulnerable Group Teaching intervention- assertive mentoring.
- Reducing ability grouping sizes for English /Maths across KS2 classes
- Small group Phonics support at all levels inc Rapid Phonics intervention resources and on line support.
- Half a day per week support time for PPG Lead (DHT) analysing data
- PPG administrator and Financial technician monitoring finances

2020-21 Pupil Premium spend and strategy cannot be fully reviewed and evaluated again due to due to continued Covid 19 disruption and not only school closure from January to March but frequent bubble closures and isolation issues for many classes and individual families. No Statutory Assessment Tests were taken again in 2021, but it has been possible to collect summative teacher assessment in-house data.

During school closures, the school continued to support all of its families. The work of our family welfare worker, teachers and administrative staff was crucial at this time in making regular contact

with vulnerable families and other families who turned to the school for support during this difficult time.

The online learning platforms , Exaat, Purple Mash and Education city were used to provide the children with a range of home learning activities. Learning was supported by weekly paper learning packs, for those unable to access on-line resources. Participation in home learning was tracked by class teachers and telephone calls were made home to encourage all families to engage. Devices were loaned to families and support given to access this learning.

Attendance Figures for PP/FSM 2020-21

Overall Pupil attendance was 96.5% (national average 96%), 96.6% Pupil Premium compared to 97% nat. Our Family Welfare worker, Mrs J Holden, will continue to track, monitor and promote good attendance.

The impact of the PPG

Whilst some of the impact of this funding can be extrinsically measured in terms of attainment and rates of progress much of it is intrinsic. It is about enabling all children to feel confident, to have good self-worth, to strengthen emotional and social well-being. Ultimately, it is to give parity of opportunity, regardless of a child's background. Any individual needs of Pupil Premium children were addressed ensuring that the children attended regularly and were happy when in school. This is supported by our 'pupil voice' interviews.

Next Steps

During the next academic year (September 2021 to August 2022) Old Earth school is estimated to receive circa £130,00 and will continue to use the Pupil Premium grant to support individual and group intervention work alongside quality first teaching.

Our Pupil Premium initiatives will also continue to focus on the NFER 7 'building blocks of success' implementing the latest educational research and development to ensure that we offer the most current and engaging learning environment and opportunities.

Funding will also be used to continue to enhance the skills of teaching staff, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Old Earth school has the staff and effective strategies in place to continue to reduce gaps and disadvantage in 2020-21. We will identify the barriers to learning and continue to use the PP funding to support individual and group intervention work alongside quality first teaching.

We will further develop our welfare support/provision to support individual children and families ensuring that children are at school and ready to learn. We understand that needs and costs will differ depending on the barriers to learning being addressed. We do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium funding. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the Pupil Premium funding. Our priorities are as follows:

- Covid 19 response taking into account the re – engagement of pupils and the implementation of the recovery and condensed curriculum.
- Ensuring quality first teaching in every class - Continue professional development for teachers and teaching assistants to ensure quality first teaching in every classroom.
- Providing targeted academic support for pupils who are not making the expected progress In line with DFE and EEF recommendations following COVID-19, and providing a bespoke tutoring programme.
- Addressing any non-academic barriers to attainment such as attendance and behaviour, should they arise
- Ensuring that the PPG benefits all pupils, particularly those eligible for the PPG

PUPIL PREMIUM FUND – INCOME RECEIVED 2020-21 = £133,280**TOTAL EXPENDITURE = inc Disruption caused by contd COVID 19**

Item/Project	Cost	Objectives
External agency specialist support	£3,110	<ul style="list-style-type: none"> To support the social, emotional and communication needs of identified children Improving self-confidence and self esteem Educational psychologist, Behaviour support, EWO.
General Resources Including ICT and CPD	£15,000	<ul style="list-style-type: none"> Effective use of newly purchased primary curriculum resources e.g. MYmaths, Maths Whizz, Rapid Phonics, Education City subscription, PurpleMash subscription New KS1 phonics Book scheme Effective primary curriculum assessment resources inc NTS and GAPS materials
School Welfare Officer/ Attendance Officer	£22,753	<ul style="list-style-type: none"> Ensure identified pupils' attendance improves Target PP pupils Individual and family support Ensure whole school attendance is at least 96% Signposting appropriate agencies To support the social, emotional and communication needs of identified children
Teaching Assistants: Intervention Squad Small group/1:1 Tutoring	£30,000 EYFS, Ks1 Ks2 fulltime TA	<ul style="list-style-type: none"> Use of T.As and support staff to deliver interventions and pre teach as well as support pupil progress in class. Examples of interventions: Rapid Phonics, precision teaching, Rainbow Readers,
Assertive Mentoring	£62,708	<ul style="list-style-type: none"> Tailored teaching by an experienced teacher to ensure targeted support to address misconceptions, gaps and weaknesses. With the aim that pupils make at least expected progress by the end of KS2. Reduced class sizes for English and Maths across yr 6 cohort classes
Breakfast Club	£1,000 via OOSC provision	<ul style="list-style-type: none"> To improve attendance and lateness of specific pupils and ensure pupils are ready to learn
Out of School Clubs (including Homework)	£500 Affected by pandemic	<ul style="list-style-type: none"> Curriculum enhancement with a wide variety of provision Homework Club to overcome any barriers to learning and support the parents in accessing new curriculum activities
School Trips Yr 3 Murton Park Yr 6 leavers exp	£500 yr 3/6	<ul style="list-style-type: none"> Class and residential trips throughout the year Enhanced staffing ratios to ensure that all pupils can attend
Individual Resources	not done this year	<ul style="list-style-type: none"> Including, a full uniform set per year

Senior Management Time PPG Admin	£5,000	<ul style="list-style-type: none">• Pupil progress tracking• Analysing data and impact of interventions• Communication with parents• Liaising with teachers regarding individual children• Financial monitoring of PPG Fund
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Total = £140,071

Next review Autumn 2022