



# Pupil Premium Review

# 2019 - 20

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A short summary regarding the projected spending and resources to support children entitled to additional funding through the Pupil Premium Grant

PPG

### **About Pupil premium at Flitwick Lower School:**

Pupil premium funding has been in place since 2011. It is designed to support those children who are deemed to be from disadvantaged situations. Money is given to the school to enable them to target support to improve outcomes for this group of pupils. The funding is triggered in the following ways:

- For children who are currently eligible for free school meals, or who have been in the last 6 years ( sometimes called Ever 6)
- For children who are currently in the care of the Local Authority
- For children who have a parent working in the armed forces.

The funding **for 2019 to 2020 is £1320** for Free School Meal Children and £2,300 for Looked After Children, or children subject to a Special Guardianship Order. Children with a parent in service receive £300

The Government does not dictate how the Pupil Premium funding should be spent, but does expect that the money should be directed towards ensuring those entitled to Pupil Premium attain as well their peers.

### **Our Pupil Premium Policy states that.....**

The needs of those in receipt of Pupil Premium will be analysed and funding will be used appropriately to meet the needs of this group of pupils. Each child in receipt of Pupil Premium has a different set of needs and these will all be taken into account.

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.

The funding will be used to promote the achievement and progress of these pupils in order to narrow and close the gap between their achievement and their peers.

As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and those who are not.

We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

- Every child identified in our school with an entitlement to Pupil Premium is **unique**. This means we have carried out **needs analysis** for **each individual child** to ensure that the **provision we put in place, using Pupil Premium funding, is targeted** to ensure we are supporting each one of them in a way that suits them best.

## How Flitwick Lower will be supporting Pupil Premium Children

- We will inform families who attract the pupil premium funding of the content of this statement and work with them to contribute to influencing the provisions available so that they have the greatest impact on attainment
- All pupil premium pupils will have barriers to learning analysis completed by the SLT and class teacher to fine tune the provisions for each individual need.
- All pupil premium pupils will have attendance monitored  $\frac{1}{2}$  termly. If it falls below 95% the Head Teacher will contact the family and work with them to improve attendance.
- All pupil premium pupils are tracked on an individual basis using classroom monitor. This is reviewed at least half termly. Any child at risk of not meeting their annual attainment and progress targets will have specific, relevant intervention. Teacher will report the progress of pupil premium pupils in Maths and English through staff development meetings and pupil progress meetings.
- Our assessment, tracking and monitoring systems allow us to identify any child or groups of children who may not be making sufficient progress and then ensure that additional intervention or support is put in place to accelerate progress.
- Our Pupil Progress meetings allow us to discuss children's progress in detail and ensure provision is matched to their individual needs. These meetings discuss focus on academic and pastoral issues.
- All pupil premium pupils will be discussed thoroughly at transition meetings throughout the year
- Pupil premium pupils have educational visits and curriculum activities paid for or subsidised including the year 4 Grafham residential. Extra curricular clubs will be considered on an individual basis according to need.
- Pupil premium pupils not enrolled on trips and activities will be contacted to ensure parents are aware of the funds available.
- The Head Teacher, alongside the designated Governor monitors the effectiveness of the pupil premium spend using the provision maps and interventions and report these to the Governing Body.

## Summary

- Pupil premium pupils do not yet make sustained progress and attainment in Maths and English.
- Our belief is that all pupil premium pupils can progress as well as their peers.
- We are developing a systematic method for evaluating the effectiveness of interventions to maximise the benefits.
- All teachers have access to prior attainment. This will ensure they plan effectively for good progress
- This year we have focused on developing pupils vocabulary and increasing the level of challenge within the curriculum.

- Governors are working with parents to identify ways to enhance parental engagement to improve the outcomes for pupils.

1. Summary Information					
School	Flitwick Lower School				
Academic Year	19-20	Total PP budget	£19,080	Date of most recent PP Review	Oct 19
Total number of pupils	266	Number of pupils on roll eligible for PP	11	Date for next PP Strategy Review	Feb 20

2. Previous years attainment						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving ARE or above in YEAR 4 (4 pupils)	60	60	75	81	74	86
% achieving ARE or above in YEAR 2						
% achieving expected standard in phonics by the end of year 1 ( 2 pupils)	0			90		
% achieving GLD in Foundation				74		

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In school barriers</b> ( issues to be addressed in school, such as poor language skills)	
A	Communication and language skills ( speech production)
B	Poor attainment in writing in boys in particular
C	Resilience among PP pupils and issues around self esteem
<b>External barriers</b> ( issues which also require action outside school, such as low attendance rates)	
D	Parental Engagement

4. Outcomes (Desired outcomes and how they will be measured)		
		Success criteria
A	Improve social and language skills for PP children FS / KS 1	% of pupils with speech difficulties attaining age related expectations at end FS increases

		% of pupils with speech achieving expected standard in phonics screening increases.
B	Improved outcomes for PP children in reading, writing and maths – end of year data	PP children progress to match their peers. Increased proportion of PP children achieving ARE Gaps between PP and non PP children in writing are closing.
C	Improved resilience in PP children alongside their emotional well being.	Increased attendance Increased levels of engagement within their lessons SDQ's to demonstrate improvements in social and emotional well being.

### 5. Planned Expenditure

Academic Year	2019-20
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#### i 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	Approximate costs
Improved language and speech skills	Eklan trained staff to lead interventions across the school TA Led 1:1 or 1:1 interventions – time to talk, lift of to language, speech programmes. Whole staff training linked to new tool kit to develop strategies across the school TA with specific skill set to work across year 1 and foundation Review Thrass teaching across the school to support speech – book thrass training for spring / summer term	EEF improving literacy in LS shows that developing speaking and listening skills and wider understanding of language improves capabilities that support writing.	Use inset days / staff meeting to deliver training  PPM to discuss progress	SENDCo	Eklan training  Thrass training  TA
Improved outcomes for writing , particularly boys	Develop and implement a whole school approach to vocabulary – word of the week / month Daily reading aloud of good quality texts	EEF improving literacy in KS 1 shows that developing speaking and listening skills and wider understanding of language	Monitoring the teaching of writing through deep dives across the key stages.	Class teachers	

	<p>Writing groups to support specific gaps in learning</p> <p>All topics to be engaging and based on real life experiences</p> <p>Clear handwriting progression</p>	<p>improves capabilities that support writing.</p>	<p>Monitoring and pupil conferencing</p> <p>Use of provision mapping to measure the effectiveness of interventions.</p>		
Improved emotional wellbeing and resilience	<p>SDQ's completed on PP pupils and analysed by SLT/ class teacher</p> <p>Milk, uniform and additional funding available to support those in need</p> <p>Use of growth mindset /mindfulness at planned times within the day</p> <p>Develop forest school delivery – purchasing of resources</p> <p>Embed the Nature facility to enable children to access a safe and calm space.</p>	<p>The need to support and enhance the provision for children. Involvement in these activities help to motivate and stimulate therefore enhancing self-esteem and confidence</p> <p>EFF = parental engagement documentation</p>	<p>Register to be kept of all pupil attending clubs / funded and non-funded</p> <p>Compare results of SDQ's throughout the year</p> <p>Pastoral support team to track /monitor pupils strategies and resilience</p>	<p>School Business manager</p> <p>Sports lead</p> <p>SENDco</p>	
<b>iii Other approaches</b>					
Improved parental engagement	<p>Support groups for parents to access to communicate strategies and outcomes</p> <p>Greater links with Children's centre and provisions</p> <p>Range of workshops for parents offered... reading skills, maths, phonics.. ICT safety</p>		<p>Parents understand what their children are learning, the support they are given and how they can support this in the home environment</p>		

## 7. Additional detail /information related to the impact of actions 2019-20

Due to the COVID 19 outbreak we are not able to give accurate data regarding this group of pupils.

We have provided the following support to PP children over 19 -20

- The pupils have accessed the nurture facility on a weekly basis which includes 1:1 support for key skill and to provide social activities such as group snack and cooking time.
- Support speech and language delivered by TA trained in a variety of speech programmes
- Supported families with school uniform, milk and subsidising trips including the residential.
- Whole staff training on Vocabulary
  
- All children received FSM vouchers during the school closure
- 4 children accessed places during the school closure period

### **Outcomes for 20-21**

Due to the school closure period many actions were not fully addressed and it is our intention to carry these over into 20-21 to make sure that we have trained staff appropriately to ensure that gaps in learning do not increase.

The development of speech and language provision is still a priority as many of the children have speech production and pronunciation difficulties which impact on their phonic and reading skills.

We need to continue the focus on positive mental health and well-being to support children through school. This will include updated training for attachment, theraplay, different therapy approaches such as play and music therapy. Our focus on PSHE and RSE will support this action.

### **Governance of Pupil Premium:**

The provision for children in receipt of Pupil Premium is monitored by the designated Governor for Pupil Premium, currently Lousie Deveney The governor scrutinised the policy in action and ensures the school is using the funding as effectively as possible.