

Pupil Premium Report 2019-20

The pupil premium is additional funding given to schools to raise the attainment of disadvantaged pupils and to close the gap between them and their peers.

The categories of pupil who attract this funding are:

- Pupils who are eligible for free school meals, or who have been eligible at some time in the past 6 years (FSM)
- Pupils whose parents are in the armed services (Service)
- Looked after children (LAC)
- Children who have been adopted from care (Post LAC)

How do parents register their child's entitlement for Pupil Premium funding?

It is important to notify the school if your child is eligible for Pupil Premium funding. Please contact the School Business Manager, Nicola Richardson, to find out more about registering your child for the Pupil Premium funding. This information will be held confidentially by the school.

FSM

If you think you may be eligible for free school meals due to low family income or being in receipt of benefits, you must apply to South Gloucestershire Council. Please collect an application form from the school office or speak to a member of the office staff for more information.

Since September 2014, all pupils in Reception, Year 1 and Year 2 are provided with a free school meal. However, you will need to apply for free school meals in order for the school to claim the pupil premium for your child.

Service

Pupils with a parent currently servicing in the armed services and supporting their family, pupils who have a parent who died in action and pupils whose parents have left the service since April 2011 for other reasons, including injury are all eligible for the pupil premium. Parents should notify the school of their eligibility on the Confidential Contact Form (completed at the start of each academic year) by indicating that they are part of a forces family.

LAC/Post LAC

For pupils who have been adopted from care, you will need to inform the school about your child and provide supporting evidence (eg show the original Adoption Court Order) in order for the school to claim the pupil premium.

How is Pupil Premium spent? Our rationale:

At Emersons Green Primary School we believe all children deserve the very best education no matter what their background. We continuously monitor the progress of all our pupils to ensure that they are achieving their full potential. Our main strategy to support children in receipt of the Pupil Premium is through providing the highest standard of Quality First Teaching. We ensure that the funding is used to support all disadvantaged pupils, regardless of ability, to achieve the highest levels of attainment.

How is the impact measured?

The impact of Pupil Premium funding is measured in the following ways:

- All vulnerable children (including FSM children) are closely monitored throughout the year via Pupil Progress Meetings. During these meetings all teachers meet with a member of the Senior Leadership Team and discuss any child considered potentially vulnerable or underachieving and agree strategies to close this achievement gap.
- The Senior Leadership Team meet 3 times per year to specifically review the progress of all groups of pupils within the school.
- The Senior Leadership Team provides data analysis reports to the Governing Body three times a year which include comparative data on the performance of FSM children against that of their peers.
- There is a named Governor (from Sept 2016) who has a clear overview of how the pupil premium funding is allocated and the difference it is making to improve pupil outcomes
- A written report on the impact of Pupil Premium funding is provided to the Governing body annually.

How Much Pupil Premium Did We Receive in 2019-20?

Pupil Premium funding for 2019-20 was £1320 per Ever6 FSM pupil, £2300 for Looked after children and £300 for Service children. During 2019-20, Emersons Green Primary received £30,940 of Pupil Premium funding.

The total amount was broken down as follows:

Pupils recorded as Ever 6 Free School Meals & Looked- After Children - £27,340

Service Children - £3,600

What was the impact?

Alongside these specific initiatives, our main strategy to support children in receipt of the Pupil Premium is through providing the highest standard of Quality First Teaching. Many of these initiatives have also benefited children who are not eligible for the Pupil Premium.

1. Expenditure				
Academic year	2019/2020			
The three headings below enable schools to demonstrate how they 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?	Staff Lead	Impact
Increased or maintained rates of progress across the school in all subjects for all pupils eligible for PP funding.	Continue to focus on quality first wave teaching delivered by the class teacher. Targeting of support / challenge for PP pupils Feedback and marking for PP pupils first Seating considered carefully with mixed ability pairs to support and challenge. Targeted CPD to ensure improvements in Quality first wave teaching. Further implement a mastery approach. Use of HLTA to release teacher to address gaps.	EEF Toolkit suggests high quality feedback is an effective way to improve attainment and it has the greatest impact on attainment of disadvantaged pupils.	PP Lead SLT Subject leaders Term 1, 3 and 5	PP Lead increased use of Leadership time for targeted monitoring of PP pupils – impact on rise in expectations for those pupils for class teachers Use of new Arbor IMS software improved ability to monitor pupil attainment/progress –on/off track/above impact of identifying pupils CPD for identified staff supporting disadvantaged pupils to improve staff capacity/knowledge SOME STRATEGIES NOT IMPLEMENTED OR COMPLETED FOLLOWING SCHOOL CLOSURE IN MARCH DUE TO CORONAVIRUS

<p>Inward and outward transitions of Service families to be monitored and supported.</p>	<p>Family Link worker to support improved inward and outward transitions and provide pastoral support. Planned procedures developed and followed to identify individual needs both educational and emotional.</p>	<p>Moving between schools has an inverse impact academically and pastorally such as:</p> <ul style="list-style-type: none"> • Discontinuity of provision through delays, poor communication and transition arrangements, (SEN and those sitting examinations), curriculum changes; • Emotional wellbeing, disrupted friendships, increased potential for bullying. <p>Deployment has an inverse impact academically and pastorally creating:</p> <ul style="list-style-type: none"> • Increased incidence of emotional and behavioural problems; • A higher incidence of mental health issues in children and parents; • Increased incidence of the child as carer. <p>(University of Winchester: Research Paper 'Further and Higher Progression for Service</p>	<p>PP Lead Family Link Worker Business Manager</p>	<p>Shared system established for managing transition of new pupils, particularly those arriving mid-year and who are disadvantaged</p> <p>SOME STRATEGIES NOT IMPLEMENTED OR COMPLETED FOLLOWING SCHOOL CLOSURE IN MARCH DUE TO CORONAVIRUS</p>
				<p>Total budgeted cost £10,771</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>Staff lead</p>	<p>Impact</p>

<p>Increased or maintained rates of progress across the school in all subjects for all pupils eligible for PP funding.</p>	<p>EYFS / Year 1 Phonics intervention.</p> <p>Y2 / Y6 booster sessions led by Teacher / HLTA.</p> <p>Parent volunteers to read with PP children.</p>	<p>EEF Toolkit provides evidence that earlier identification of need and targeted support is effective to close learning gaps.</p> <p>The EEF Toolkit recognises that 1;1 support, delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning.</p>	<p>PP Lead</p> <p>Subject Leaders</p> <p>Class teachers</p> <p>Terms 2, 4, 6</p>	<p>Increase in monitoring of PP pupils through use of PP Lead Leadsrehip time with impact on identification of gaps for disadvantaged pupils. PP Lead coordinated with intervention Manager to plan provision for these pupils Sep-March. PP pupils making good progress as a result from Summer 2019 to March 2020.</p> <p>SOME STRATEGIES NOT IMPLEMENTED OR COMPLETED FOLLOWING SCHOOL CLOSURE IN MARCH DUE TO CORONAVIRUS (this included Boosters for Y2/6, Y1 Phonics intervention)</p>
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<p>Measured rates of progress across the whole school in all subjects for pupils eligible for PP funding who are SEN.</p>	<p>Use of specialist teachers to deliver aspects of the curriculum. Implement specific interventions. Referral and signposting to outside agencies to support. Targeted CPD to support provision for pupils with specific needs.</p>	<p>The EEF Toolkit recognises that 1;1 support, delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning.</p>	<p>PP Lead SENCO Resource Base teachers Term 1, 3 and 5</p>	<p>CPD targeted to specific staff supporting and teaching PP pupils – increase in staff capacity and understanding. Interventions planned and run for pupils Sep-March based on analysis of pupil progress. PP pupils making good progress Sep-March</p> <p>SOME STRATEGIES NOT IMPLEMENTED OR COMPLETED FOLLOWING SCHOOL CLOSURE IN MARCH DUE TO CORONAVIRUS – this included interventions and assessments during the March-July period</p>
				<p>Total budgeted cost £13,350</p>
<p>iii. Other approaches</p>				

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff Lead	Impact
Focus and concentration to improve in the learning environment.	<p>Growth mind-set strategies implemented across whole school</p> <p>Guidance with learning environments and resources to enable all children can access the curriculum.</p> <p>Pupil Conferencing</p> <p>Implement Jigsaw strategies / 'Healthy Happy Me'</p> <p>Provide a full and rounded curriculum.</p>	<p>Attention and <i>concentration</i> difficulties can have a <i>significant</i> impact on learning.</p>	<p>Class teachers</p> <p>PP Lead</p>	<p>Curriculum review completed during school closure, to produce draft 'Inclusion and Diversity' curriculum. This curriculum is focused on curriculum principles targeted at including all pupils through 'Accessibility, Diversity and Communication' – to be reviewed through 2020-21</p> <p>STRATEGIES NOT IMPLEMENTED OR COMPLETED FOLLOWING SCHOOL CLOSURE IN MARCH DUE TO CORONAVIRUS</p>
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff Lead	Impact
Embed strategies to develop social and emotional resilience by supporting pupils and families.	<p>Purchase and deliver Jigsaw PSHE strategies across the whole school.</p> <p>Implement bespoke therapy support and Educational Psychology support for individuals.</p> <p>Use of Sports Coach to support children who find lunchtimes challenging.</p>	<p>The EEF Toolkit suggests that social and emotional learning improves attainment.</p>	<p>PP Lead</p> <p>SLT</p> <p>Termly</p>	<p>Jigsaw PSHE strategies implemented across the school, supporting principles of draft 'Inclusion and Diversity' curriculum.</p> <p>Sports Coach targeted disadvantaged pupils at lunchtime sessions to improve wellbeing and social/emotional interactions.</p> <p>SOME STRATEGIES NOT IMPLEMENTED OR COMPLETED FOLLOWING SCHOOL CLOSURE IN MARCH DUE TO</p>

	<p>Further embed schemes such as Smart Moves. Provide further CPD for adults to support pupils e.g. Mental health First Aid. Offer school trip subsidies to aid inclusion and offer opportunities. Focus on well-being; growth mind-set and mindfulness strategies. 3 x year pupil premium surgeries to support teachers with strategies to remove barriers to learning, identify needs and set desired outcomes. Use of CPOMs to identify patterns, concerns and chronology. PP children and families supported through a whole school ethos of inclusion. School newsletters to promote the benefits and support of PP. PP Pupil conferencing with Class teachers / PP Lead.</p>			<p>CORONAVIRUS – this included specific interventions.</p> <p>IN ADDITION: During school closure, disadvantaged pupils were targeted through offering school places as required and/or safeguarding welfare checks from teachers and SLT. Bespoke support offered as required and practical for those pupils.</p>
				<p>Total budgeted cost £6,619</p>
				<p>Total spend £30,940</p>

Attainment for FSM/Ever6:

NO ATTAINMENT DATA AVAILABLE FOR 2020 – SCHOOL CLOSURE DUE TO CORONAVIRUS

What are the plans for 2020-21?

We estimate Emersons will receive approximately £30,000 PP in 2020-21. We are planning to;

- Focus on recovery curriculum approaches following school closure due to the coronavirus pandemic.. This to include:
 - Establishment of recovery principles to underpin all teaching and learning
 - Enhanced whole school focus on pastoral provision and targeted intervention for pupils require additional wellbeing support
 - Use of PP and Covid Catch-up to target pupils identified as having gaps due to school closure
 - Ensure disadvantaged pupils are targeted for support during further individual absence due to Covid or bubble/school closures
- Ensure all disadvantaged pupils have technology and wifi available to ensure continued access to the curriculum during remote learning.
- Continue successful interventions such as Y6 Boosters and individualised interventions to ensure that the % of PP on track to reach ARE and greater depth is at least in line with non-PP nationally.
- Provide pastoral support, for example Lunchtime and After School Support; bespoke therapies and talk smart groups, to monitor and support vulnerable PP pupils.
- Promote improved partnerships with parents / carers by working together to support PP children.
- Ensure our higher attaining PP will also be given opportunities to be challenged and deepen their understanding across all subjects. Interventions and provision will be continuously monitored to ensure they have maximum impact.
- Support children and families through transitions e.g. service children moving between schools; Year 6 children transitions to Year 7.

As a school, we continue to strive to provide children with the highest standard of Quality First Teaching which benefits not only disadvantaged pupils but all pupils and will therefore continue to provide high quality CPD to all members of staff. This will also contribute to our whole school improvement and benefit all pupils including those who are not eligible for pupil premium funding and support our continuous drive to raise standards.

Date of next Pupil Premium Strategy review: September 2021