

# Pupil Premium Impact and Expenditure Report 2019-2020– Harlington Lower School



## National Context Pupil Premium Grant (PPG) 2019-2020

The department for Education (DfE) published the Pupil Premium Grant (PPG) 2019-2020. PPG will be paid pursuant to Section 14 of the Education Act 2002 and, in accordance with Section 16 of that Act, the Secretary of State lays down terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2019, some or all of it may be carried forward to future financial years.

## The Pupil Premium per pupils for 2019-2020 is as follows:

Type of Pupil	Pupil Premium per pupil
Pupils recorded as Ever 6 FSM	£1,320
Looked After Children	£2,300
Service Children	£300
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,300

## Eligibility

In the current academic year, schools will receive £1320 per pupil of primary-school age and £935 per pupil of secondary-school age.

With regards to children who are 'Looked After', the allocation per pupil is £2,300. It has been agreed in Central Bedfordshire that each school will receive £1,800 of this amount each year for an identified child; the remaining £500 will be held by Central Bedfordshire's Virtual School for 'Looked After' Children and will be managed by the

Headteacher of the Virtual School; the 'top sliced' funding will be used directly to support intervention for those 'looked after' children most at risk of under-achievement or disengagement from learning.

**Ever 6 FSM** The Pupil Premium for 2019-2020 will include pupils on the January 2019 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2019. For the purposes of these grants conditions, "Ever 6 FSM" means those pupils recorded on the January 2019 School Census who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since May 2013, including the January 2019 School Census.

**Children adopted from care** The Pupil Premium for 2019-2020 will include those pupils recorded on the January 2019 School Census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as residences order). These are collectively referred to as post LAC in these conditions of grant.

**Ever 6 Service Child** For the purposes of these grant conditions, "Ever 6 Service Child" means a pupil recorded on the January 2019 census who was eligible for the Service Child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2019 census,

### **Vision**

Our school uses income from Pupil premium towards our vision of 'Learning for Life' for the whole school, with all staff and Trustees fully committed to providing outstanding education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

### **Principles**

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups

- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

#### Pupil Premium Grant 2019-2020

Pupil Premium Grant 2019-2020	
Total number of pupils on roll	144
Total number of pupils eligible for PPG/ Ever 6	7
Total number of service children	0
Total number of Looked After Children	1
Total number of Post LAC	0
Total no. pupils eligible as at April 2018	8 / 5.56%
Total Anticipated Pupil Premium Grant	£10,560

#### Current Contextual Information

40% of our PPG children have Special Educational Needs or Disabilities and are not working within their age related curriculum

100% of our PPG children are also part of other vulnerable groups within school

#### Current Attainment 2018-2019

	All Pupils	Pupil Premium Pupils	National Average All Pupils
% of EYFS children reaching a Good Level of Development (GLD)	67%	100% (1*)	72%
% of Y1 meeting the expected standard in the Y1 phonics screening check	73%	67% (3*)	82%
% of pupils achieving age related expectations in Reading at the end of KS1	86%	0% (1*)	75%
% of pupils achieving age related expectations in Writing at the end of KS1	86%	0% (1*)	70%
% of pupils achieving age related expectations in Maths at the end of KS1	89%	0% (1*)	76%
% of pupils achieving age related expectations in Reading at the end of Y4	76%	33%(3*)	82% (LA average)

% of pupils achieving age related expectations in Writing at the end of Y4	72%	33%(3*)	73% (LA average)
% of pupils achieving age related expectations in Maths at the end of Y4	83%	33%(3*)	78% (LA average)

\*Pupils also part of other vulnerable groups including SEND

<b>Barriers for future attainment (for pupils eligible for PPG)</b>	
<b>In School Barriers</b>	
A.Low baselines for PPG children on starting school, particularly in communication and language	
B. Difficulties with learning. Some children who are eligible for PPG do not meet the thresholds for SEND support but are attaining less than some of their peers, especially in writing and maths	
C. Difficulties with learning. Some children who are eligible for PPG are also part of concurrent vulnerable groups and have experienced complex or traumatic family emotional and social difficulties and have lower attainment	
D. The gap between Non PPG and PPG children is sometimes higher than compared to national due to small numbers of PPG children	
<b>External Barriers</b>	
E. Emotional support is needed for some children eligible for PPG	
F. Some families are hard pressed to fund enrichment activities such as music tuition and trips	
G. Some families are unable to support home learning	
H. Some children eligible for PPG are sometimes late to school or have poor attendance, dropping below 95% which reduces their schools in school, they miss lessons and consequently fall behind.	

<b>Desired Outcomes</b>	<b>Success Criteria</b>
A.Improve language skills of pupils eligible for PP funding	PP children in Reception class make rapid progress and achieve a good level of development
B.and C. Higher rates of progress across the school for pupils eligible for PP, particularly for vulnerable and pupils with SEND	School tracking will show that PP pupils will make at least expected progress in reading, writing and maths
D. Continue to 'diminish the differences' between Non PPG and PPG pupils	Individual pupils tracking shows the gap is closing between the small group of learners compared with National data
E. Ensure that adequate provision is in place for the social and emotional needs for PP pupils, particularly those with SEND.	Pupil and parent surveys are unreservedly positive about the school's provision for the social and emotional needs of PP children. Fewer behaviour incidents recorded for children who need social and emotional support
F. All pupils access a broad and balanced curriculum including opportunities for extra - curricular and enrichment activities	Attendance and observations at clubs and activities show targeted PP pupils enjoy and achieve enriched experiences

G. Regular homework supports and consolidates children's learning	All pupils regularly complete homework tasks impacting positively on pupils attainment.
H. Increase attendance rates for pupils eligible for PPG	Increase individual attendance to 95% or more for targeted PP pupils

### How do we plan to spend our Pupil Premium grant?

Pupil Premium Grant Funding Allocation- Intended Spending to 'Diminish the Differences' 2019-2020				Estimated Breakdown of money £
Initiative/ Actions	Information	Impact	Evidence	APPROXIMATE COST
Increasing expressive and receptive language skills and development- menu of small group and 1:1 professional support	One to one teaching Small group work Participation in strategies through 'Elklan' project and 'Lift off to Language' invention	Improves speech and language and vocabulary gap closes for identified pupils	Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. Improvements in children's speech measured through improvements in ELG strands in CCL. Baseline scores show trend of improvement from entry to exit. Exit data indicates improvements in language development throughout the year. Teacher assessment shows 88% of pupils achieved Early Learning Goals in Communication with 100% of PP pupils achieving ELG's in Communication.	£500
Increasing learning time and individualising phonic support- menu of small group and 1 to 1 tailored support KS1	Intervention groups One to one teaching Small group work  Employing Teaching Assistants to carry out Interventions Resources- phonic Training- Sounds-write. Teaching Assistants and sounds write resources	Improves progress and attainment within core subjects for identified pupils	Improvements in reading, writing, spelling and phonics attainment and progress evidenced in analysis of results data. The gap is closing in writing and reading for Pupil premium pupils  Effective utilisation of data to target invention precisely with notable impact Improvements in Quality First Teaching to enhance opportunities and experiences for all, including PP children  Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown, progress data indicates good progress made towards individual targets.	£1,000
Increasing learning time and individualising maths support- menu	Intervention groups One to one teaching	Improves progress and attainment	Improvements in maths attainment and progress seen in analysis of results data.	£2,000

of small group and 1 to 1 tailored support KS1	Small group work Peer tutoring Employing Teaching Assistants to carry out Interventions Numicom Resources	within core subjects for identified pupils	Close the gap in maths for Pupil premium pupils. Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown progress data indicates good progress made towards individual targets.	
Increasing learning time and individualising English and maths support- menu of small group and 1 to 1 tailored support within Key Stage 1	Intervention groups One to one teaching Small group work Peer tutoring Employing Teaching Assistants to carry out Interventions Numicom Resources	Improves progress and attainment within core subjects for identified pupils	Improvements in reading, writing, and maths attainment and progress seen in analysis of results data. The gap in writing and maths is closing for Pupil premium pupils.  Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown all PP children were on track to reach End of Year targets.	£2,400
Minimising the impact of social , emotional and behavioural barriers to learning	Provide tailored Theraplay intervention sessions on 1:1 or small group basis led by Teaching Assistant to support pupils individual behavioural, social and emotional needs	Enhances children's educational outcomes and help their social, emotional development by removing barriers to learning	Range of holistic interventions and provision shows improved social, emotional and communication skills, with confidence and self esteem shown by pupils in their learning in the classroom. Pupils are not anxious or worried and have positive attitudes towards their learning. See Pupil Premium Addendum – 'Keeping in touch' calls to all PP pupils and families to continue to support children's emotional and social development throughout lockdown. Support for families of children with SEMH has been greatly enhanced this year- signposting and referrals made so families can access support.	£400
Increasing expressive and receptive language skills and development of communication, emotional and social skills- menu of small group and 1:1 professional support	One to one Paired work/ small group 'Talk Time' led by Teachers/ Teaching Assistant for 6 week intervention Small group work	Developing expressive and receptive language skills. Improves pupils communication, self confidence and engagement in their learning	Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. This has impacted positively in all areas of the curriculum particularly core areas. Teacher feedback show PP pupil improving self regulation of emotions and showing improved attitude towards learning. A number of vulnerable pupils given opportunity to return to school in June and July which has improved their concentration and engagement with learning.	£400

Narrowing the gap between Ever6 and Non Ever 6 pupils in KS1 and KS2 in English	Targeted support in phonics, spelling and grammar to improve writing. Reading interventions Daily reading 1:1/ small group	Ever 6 pupils attain and make progress in line with their peers and with the same group nationally in Reading and Writing	Progress tracking shows that by Year 4, good progress had been made towards pupil premium individual targets in phonics, reading and writing. Spring 2020 data indicate PP pupils on track to meet their targets. However no external assessment data recorded due to Covid 19.	£2,700
Minimising the economic hardship-meeting pupils basic needs	The school helps disadvantaged/ vulnerable families in a number of ways including replacing damaged or worn uniform, equipment required for lessons, providing school meal for KS2 PPG pupils	Promotes well being of pupils and families	School supports families and pupils ensuring they are 'school ready' with the necessary uniform and equipment. PP Pupils participate in all aspects of school life so they can fully access the whole curriculum (e.g. swimming lessons, represent the school in at least one or more intra sport festivals or singing concerts). Wrap Around Care (WAC) provision- breakfast and tea, before and after school club provision School Meals See Pupil Premium Addendum- PP pupils and families continued to be supported during school lockdown due to Covid 19.	£140  £320  £240
Extending PPG and PPG More able pupils- increasing targeted access to extra curricular focused arts/ music, sports clubs enrichment	The school helps disadvantaged/ vulnerable families access enrichment activities  Subsidise extra curricular clubs-	Increases energy and enthusiasm for learning Improves listening skills and maintains high levels of focus and concentration, partnership working and team building. Attendance improves	Registers of involvement indicate that PPG attend and enjoy a range of enrichment activities including music peripatetic lessons, sports clubs, theatre trips, art and craft clubs. PP pupils accessed targeted enrichment and extra curricular clubs for Autumn and Spring 2020 and teacher feedback reports children interested and engaged in their learning.	£365
Purchase of resources for interventions	Provision of suitable resources- Maths, phonics, therapy	Practical resources used to promote pupil learning	Improvements in reading, writing, spelling and phonics and maths attainment and progress evidenced in analysis of results data. Children are confident in school and show improved social and emotional skills.	£100
<b>Total spending</b>				<b>Total £10,565</b>

### Measuring the Impact of PPG spending

The school's evaluation of its own performance is rigorous. We will evaluate the impact of each pupil at the end of Autumn, Spring and Summer terms. Evaluation focuses on academic achievement and self esteem as a result of intervention, On going tracking and monitoring by the Senior Leadership Team and Teachers ensures any dips are quickly identified and will put in place the appropriate strategies and interventions to promote improvement.

**See Pupil Premium Addendum-** strategies implemented over Spring/ Summer 2020 due to Covid 19 to negate the worst effects of school closure on the achievement of disadvantaged pupils.

Sept 2020.

#### **Anticipated Pupil Premium Allocation**

<b>Pupil Premium Grant 2020-2021</b>	
<b>Total number of pupils on roll</b>	<b>144</b>
<b>Total number of pupils eligible for PPG/ Ever 6</b>	<b>6</b>
<b>Total number of service children</b>	<b>0</b>
<b>Total number of Looked After Children</b>	<b>1</b>
<b>Total number of Post LAC</b>	<b>1</b>
<b>Total no. pupils eligible as at April 2019</b>	<b>6/ 4.16%</b>
<b>Total Anticipated Pupil Premium Grant</b>	<b>£8,500</b>

Pupil Premium spending for 2020-2021 will be allocated according to our Pupil Premium policy. Our spending will look to include:

- Support for children who have fallen behind academically or socially due to lockdown
- Support for children to access Free School Meals
- Targeted intervention support to meet the needs identified at Pupil Progress meetings. This includes academic and social and emotional support.
- Payment to enhance pupil's wider opportunities eg, extra curricular activities, in school experiences
- Early intervention in EYFS
- Payment for training, resources and staffing to support 'Quality First Teaching'

