



## **PUPIL PREMIUM STRATEGY 2019-2020**

**Pupil Premium** is specific, additional funding provided to support the education of pupils who are known to be currently eligible for free school meals or who are known to be eligible for free school meals at any point in the last six years( Ever 6).

**Pupil Premium Plus** is specific, additional funding for children who are adopted or looked after by the local authority.

Number/percentage of children in school who are eligible for Pupil Premium/Pupil Premium Plus: **36 pupils (14%)**

This includes:

Pupil Premium: **31 pupils (12%)**

Pupil Premium Plus (adopted children): **5 pupils (2%)**

Number/percentage of children who are eligible for Pupil Premium/Plus and who are on the SEN register: **20/36 (56%)**

Number/percentage of children who are eligible for Pupil Premium/Plus and who are on roll in the Integrated Resource: **7/36 (19%)**

Number/percentage of children who are eligible for Pupil Premium/Plus and who are on SEN Support: **12/36 (33%)**

Number/percentage of children who are eligible for Pupil Premium/Plus and who have EHCPs: **8/36 (22%)**

Number/Percentage of children who are eligible for Pupil Premium and who are not on the SEN register: **16/34 (44%)**

Funding for financial year 2019-2020 for children eligible for Pupil Premium:

$31 \times £1320 = \underline{\underline{£40,920}}$

Funding for financial year 2019-2020 for children eligible for Pupil Premium Plus:

$5 \times £2300 = \underline{\underline{£11,500}}$

Total amount of Pupil Premium/ Pupil Premium Plus funding for financial year 2019-2020 = **£52,420**

## NUMBER OF CHILDREN IN EACH YEAR GROUP ELIGIBLE FOR PUPIL PREMIUM/PUPIL PREMIUM PLUS:

### PUPIL PREMIUM

Year 3	7
Year 4	4
Year 5	9
Year 6	11
Total	<b>31</b>

### PUPIL PREMIUM PLUS

Year 3	1
Year 4	3
Year 5	0
Year 6	1
Total	<b>5</b>

## IDENTIFIED BARRIERS TO EDUCATIONAL ACHIEVEMENT – update needed

Nook Lane Junior School has identified the following as barriers (or potential barriers) for some of the children in receipt of Pupil Premium:

- The number of children who are in receipt of Pupil Premium and also in the Integrated Resource (7) out of the 13 funded IR places.
- The number of children who are in receipt of Pupil Premium and also on the SEND register for autism (9, including 7 in the IR).
- Pupils who have not met the expected standard in phonics at KS1.
- Children who are in receipt of Pupil Premium and SEND for emotional wellbeing.
- Children in receipt of Pupil Premium with high prior attainment who may be vulnerable to not making required progress.
- Access to extra-curricular activities (educational experiences such as visits, residential experiences, musical instruments lessons and participation in physical activities)

### Also, school needs to consider:

- **Children (PP) who do not have additional needs, involvement of outside agencies or other vulnerabilities and what they can access in terms of provision.**
- **Those children (PP) who are achieving well and what they can access in terms of provision or opportunities.**

## Key Expenditure – How the Allocation will be Spent in 2019-2020:

Area of expenditure	Focus	Total allocation
Children eligible for Pupil Premium with high prior attainment who may be vulnerable in making required progress	Deploy additional TA across Y5 Deploy additional part time TA for 1.5 days in Y3/Y5	<u>£19,000</u> <u>£5000</u>
The number of children who are eligible for Pupil Premium and also in the Integrated Resource.	Inclusion & achievement (contribution towards intensive support required for children in the IR – deploy additional teaching assistants in IR)	<u>£19,000</u>
Access to extra-curricular activities (educational experiences such as trips, residentials, after-school club/breakfast club, Fun Science after-school club, music lessons and participation in physical activities) Accessing meetings. Deployment of specialist staff for after school club to support needs of children from the IR who are accessing the club.	Inclusion. Personal & social development - building socialisation and self-esteem skills Payment for transport to meetings for families (children in the IR) living out of catchment.	<u>£3000</u>
Children eligible for Pupil Premium who did not meet the Phonics Screening Benchmark in Year 2 and those children who did not meet the Year 1 phonics screening and re-took the screening in Y2.	Reading Purchase phonetically plausible resources/reading scheme	<u>£4000</u>
The number of children who are in receipt of Pupil Premium and also on the SEND register for autism.	Inclusion	Autism Education Trust training (Tier 2) – training and cover costs for 3 staff. <u>£1000</u> 2-1 transition support/transport costs: <u>£1000</u>

		De-escalation training (Steve Green) INSET for IR staff and Senior leaders 2 x PDMs in spring 2020 on de-escalation for whole school staff <u>£1000</u>
The number of children who are in receipt of Pupil Premium and SEND for emotional wellbeing/attachment	Supporting families & engaging learning – attendance at training & panels	Flower 125 training: mental health <u>£500</u> Purchase Zones of Regulation resource <u>£50</u>
Funding for additional resources	English & Maths (Laptops) SCG Reading comprehension/maths, Wobble cushions, ear defenders, slope boards	<u>£3000</u>
Total		£ 56,550 (includes overspend)

### Expenditure – Intended Outcomes and Actions:

Area of expenditure	Intended Outcomes – why these approaches have been taken	Actions
Children eligible for pupil premium (including pupils with high prior attainment) who may be vulnerable in making required progress	<p>Improve learning outcomes in reading, writing and maths.</p> <p>Small targeted teaching groups to enable more focused work for groups of learners.</p> <p>Improve confidence for children in specified areas.</p> <p>Consolidate learning completed in classes – time for practice and application of skills</p> <p>Tailor learning tasks to specific needs of pupils – close gaps in understanding.</p>	<p>Deliver tutoring &amp; post learning sessions for disadvantaged children to address misconceptions and prepare for next lesson.</p>

	Deployment of TA across Y5 Deployment of part-time TA across Y3	
The number of children who are eligible for Pupil Premium and also in the Integrated Resource.	Enable large cohort of children with Pupil Premium in the IR to access the curriculum successfully. Deployment of additional teaching assistant: this is a contribution towards the fact that many of the children on pupil premium in the IR need intensive, personalised support that exceeds the funding provided by the LA in order to maintain safety.	Deploy additional teaching assistant to support pupils eligible for Pupil Premium in the Integrated Resource.
Children eligible for Pupil Premium with high prior attainment who may be vulnerable in making required progress	Ensure that the school is considering those children who although disadvantaged are of high prior ability.	Carefully track progress of children on Pupil Premium with high prior attainment - how on track they are to reach their targets?  Teachers proactive in ensuring that wave 1 teaching caters for Pupil Premium children with high prior attainment.  Teachers deliver post learning (e.g. same day maths) for those children with high prior attainment who are at risk of meeting their targets.
Children who have not met the expected phonics phase at the end of Year 2	All reading books are matched to phonics phases. Children make progress as a result of a more precise correlation between books and phonics phases.	Purchase new reading books/scheme that is aligned to pupils' phonic phases
Access to extra-curricular activities (educational experiences such as trips, residential, music lessons and participation in physical activities)  This can be a particular focus for children on pupil premium with high prior attainment who are achieving well.	Ensure that children on Pupil Premium are able to access residential experiences and activities on offer in school and out of school.  Transport to meetings in school for children with PP entitlement in the IR who live out of catchment	Ensure that children who are interested in music lessons/other extra – curricular activities have access to funding for these sessions if they require it.  Ensure that all children participate in residential experiences. Children eligible for Pupil Premium entitled to financial help.

Ensure that children can access educational visits, residential and off-site learning (e.g. swimming) with additional support. Support with transport to meetings for families of PP children in the IR		2:1 support for identified pupil premium children in the IR, as appropriate, for outings to increase independence, social development and self-esteem
The number of children who are in receipt of Pupil Premium and also on the SEND register for autism.	Staff development, awareness-raising and improving provision further.	Autism Education Trust training for all staff in school children with autism. De-escalation training for IR team and wider team in school.
The number of children who are in receipt of Pupil Premium and SEND for emotional wellbeing.	Supporting families & engaging learning.	Participation on domestic abuse training for safeguarding lead Participation in Early Help panel meetings to discuss strategies to support children's wellbeing. Accessing mental health training.
Funding for additional resources	Enable children who struggle with handwriting & spelling to have access to a word processor.	Purchase laptops and other adaptations for children with specific learning difficulties on Pupil Premium

### How will the school measure the impact of the Pupil Premium?

- Headline data for children on Pupil Premium
- De-segregated data for typical children (not in the IR/no SEN/vulnerability) on pupil premium
- Analysis of data – including reading ages/independent skills/progression in PSHE for children in the IR
- Analysis of attendance for targeted children
- Analysis of scaling scores for impact on emotional wellbeing

- Impact on number of FCAFs/PSPs/ fixed term exclusions/incidents/feedback from inclusion team & LTA team briefings/number of sanctions in school (e.g. reflection time/seclusion)
- Measure the extent to which children have met their targets in IEP meetings/pupil progress meetings
- Impact of enrichment activities music lessons/after school club/residential experiences
- Attendance of parents and families who live out of catchment at meetings in school.

Attainment and progress of children on Pupil Premium to be assessed as part of termly pupil progress meetings but also with designated Pupil Premium Progress days held three times a year, when the headteacher meets with teachers to discuss the impact of provision and next steps in supporting pupils.

**Designated staff member in charge:** Steven Arbon-Davis

**Nominated Governor:** Diane Shaw

**Date:** September 2019