

Pupil Premium Strategy – 2019/2020

Number of pupils eligible for Pupil Premium	16	Total Pupil Premium Budget	£21,120
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START DATE	16/09/19	REVIEW 1	16/12/19	REVIEW 2	8/04/20	IMPACT REVIEW	17/07/20
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Results – end of EYFS, Phonics and KS1 2019 – informing 2019/20 PP Plan

	Total PP Pupils	Total Pupils	Pupils receiving Pupil Premium Grant	All other pupils in the cohort
EYFS – 2019				
Good Level of Development	4	29	75% (3)	80% (20)
YEAR 1 – 2019				
Phonics	3	30	100% (3)	81% (22)
KS1 – 2019				
Reading Expected/GD	3	27	33% (1) / 33% (1)	42% (10) / 37.5% (9)
Writing Expected/GD	3	27	0% / 33% (1)	42% (10) / 33% (8)
Maths Expected/GD	3	27	33% (1) / 33% (1)	58% (14) / 21% (5)

Attendance comparison – pupil premium and non-pupil premium

	2018/2019	2017/2018
Pupil Premium attendance	95.56%	95.53%
All other pupil's attendance	95.98%	94.73%
Difference	-%	+1%

Barriers to learning

Disadvantaged pupils at Akaal Primary School commonly face the following barriers to achievement:

Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)		
In School Barriers		
a.	Attachment issues	Emotional and Behavioural
b.	Poor self-esteem, low self-confidence and overwhelming emotions leading to poor emotional readiness to learn.	Social and Emotional
c.	Relatively lower aspirations than other pupils in the school.	Academic and Aspirational
d.	Medical conditions impacting on concentration, retention understanding	Medical
External Barriers		
e.	Very complex and specific challenges faced by some pupil premium children which include: <ul style="list-style-type: none"> • ill health of parent; • difficulties in securing adequate housing; • death of a parent or significant family member; • vulnerable to witnessing and suffering from anti-social behaviour and/or Domestic Violence – which affects attendance 	Emotional and Family
f.	Vulnerable families with emotional and social needs	Social and Emotional
g.	Narrower range of experiences which affect their culture capital, confidence and aspiration.	Financial and Aspirational
h.	Chaotic home lives making the completion of homework difficulty, no priority on supporting the educational experience – no one to hear read, no one to show interest in learning	Family

Key Expenditure

Priority		Focus			Total Allocation
1	Improve outcomes for progress and attainment <i>by funding an additional high quality teacher (am)</i>	Academic			£10,000
2	Improve progress and attainment outcomes by <i>funding a behaviour mentor</i>	Emotional and Behavioural	Family	Medical	£8,420
3	Implementation of Emotional Health and Well-Being strategy	Social and Emotional			£500
4	Staff CPD <i>on ACEs (Adverse Childhood Experiences) and understanding Protective Factors</i>	Emotional and Behavioural	Family	Medical	£400
5	Implementing Protective Factor strategies to counter the impact of ACEs on our vulnerable pupils	Emotional and Behavioural	Family	Medical	£500
6	Supporting the financial implications of vulnerable pupils participation in outside educational experiences and after school clubs	Financial and Aspirational			£500
7	Regulation activities – music sessions (drumming)	Emotional and Behavioural			£800

Actions

PRIORITY 1 – Improve progress and attainment outcomes		£10000
<i>Funding an additional high quality teacher (am)</i> – (a) teacher dedicated to ensuring children are in school on time and ready to learn;		
(b) Additional phonics group – reduced pupil to teacher ratio;		
(c) Targeted support in English and Maths (focus taken from pupil progress analysis)		
WHY THESE APPROACHES WERE CHOSEN		
Following the analysis of PP funded pupils' outcomes versus those of their non-PP peers, we have identified the need for good quality teaching interventions, time limited, focused on identified gaps. Funds are being used to partially fund a teacher. Support and intervention will take place in the morning to enhance Phonics, Maths and Literacy teaching. (EEF T&L Toolkit Oral Language Interventions / Phonics / Small group tuition / 1:1 tuition)		
INTENDED IMPACT		
Attainment gaps are narrowed. No difference between PP and nonPP pupils attainment (unless also identified as having a special learning need)		
IMPACT		

PRIORITY 2 – Improve progress and attainment outcomes by <i>funding a behaviour mentor</i>				£8420
1:1 mentoring for specific children at the beginning of the school day				
1:1 mentoring programme for pupils with specific (chronic) vulnerabilities				
Active Maths sessions to support learning and narrow the attainment gap				
WHY THESE APPROACHES WERE CHOSEN				
PP children with additional vulnerabilities have specific needs which need an individualised approach.				
INTENDED IMPACT				
Pupils move more efficiently into learning at the beginning of the day.				
Narrowing of gap in Mathematics				
IMPACT				

PRIORITY 3 – Implementation of Emotional and Health and Well-Being		£500
Implementation of the Emotional Health and Well-Being strategy		
WHY THESE APPROACHES WERE CHOSEN		
100% of our pupils who are in receipt of PP funding have issues with low self-esteem, confidence as learners, self-management skills and often have role models who exacerbate this. Investing in a whole school EHWB strategy will offer long term support for all pupils, but elements will be layer 2 (small group) and layer 3 (individual) interventions to support pupils in receipt of PP funding		
INTENDED IMPACT		
Pupils develop a greater sense of self-worth which positively impacts on attitude to learning		
IMPACT		

PRIORITY 4 - Staff CPD

£400

Staff CPD on ACEs (*Adverse Childhood Experiences*) and understanding Protective Factors

WHY THESE APPROACHES WERE CHOSEN

Following the Attachment work undertaken last year, we know that this isn't the end of the story. Attachment is one element of the complex nature of pupil vulnerability. By improving our understanding of Adverse childhood Experiences and Protective Factors that counterbalance the ACEs, we can develop our environment to support our most vulnerable pupils.

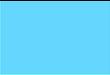
INTENDED IMPACT

Behaviour management techniques (and therefore the policy) to be in line with nurturing positive protective factors.
School staff ask 'why is this child managing their feelings this way?' when issues occur. Pupils develop a language to talk about their emotions and the actions that come from them.
An ACE approach is employed when identifying PP vulnerabilities and barriers to learning, particularly in identifying the most appropriate protective factor for the child.

IMPACT

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PRIORITY 5 – Implementing Protective Factor strategies to counter the impact of ACEs on our vulnerable pupils



£500

WHY THESE APPROACHES WERE CHOSEN

Analysis of the needs of our specific group of children in receipt of PP identified that in all cases, but for a variety of reasons, the children did not have nurturing and stable experiences in their early years. Some children have begun to show violent and destructive tendencies to other living things (particularly plants and animals).

Whilst there isn't a significant difference in attainment between PP and non-PP pupils at Akaal (unless also SEN) there is a difference in experiencing the feeling of success regularly. These actions have been identified in order to give pupils the opportunity to see the difference they are making and to experience success on a weekly basis.

INTENDED IMPACT

Staff provide a protective environment for their pupils.

Pupils identified with specific vulnerabilities have a 'protective factor' plan, with personalised support for their needs.

IMPACT

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PRIORITY 6 - Widening life experiences

£500

Supporting the financial implications of vulnerable pupils participation in outside educational experiences and after school clubs

WHY THESE APPROACHES WERE CHOSEN

90% of our pupils who are in receipt of PP funding have limited life experiences. Significant financial issues mean that priority must go to life essentials (food, bills etc). In addition home life is often chaotic, significant adults are also vulnerable and there is no time or resource to provide certain experiences. As this is a general issue for our school population (for a myriad of reasons) our approach is have an external trip per term (rather than per year) and this is can be supported by PP funds for those families who would find this challenging.

INTENDED IMPACT

Identified individual pupils who may not have participated in an educational visit/activity due to disadvantage have been supported through the funding to enable them to attend such activities with their peers.
Improvement in confidence and self-esteem.
Development of essential life skills.
Improved attendance and punctuality.
Improved readiness to learn.

IMPACT

PRIORITY 7 - Regulation activities		£800
Using music tuition as a form of regulation		
Drumming classes (off-site)		
WHY THESE APPROACHES WERE CHOSEN		
Specific PP pupils need regulation support. The development of a music skill is known for impact on regulation and academic achievement. Proposed instruments – drums, piano		
INTENDED IMPACT		
Pupils are better equipped to manage over-whelming emotions which often derail their ability to work effectively.		
IMPACT		