

Pupil Premium

What is the Pupil Premium Grant?

Pupil Premium is primarily aimed at Reception to Year 11 children who are from low income families and are eligible for free school meals (FSM). The funding also covers children in care aged 4-15 (LAC) who have been looked after for more than 6 months. A service premium has also been introduced for children whose parents are serving in the armed forces.

Pupil Premium is allocated to schools and is clearly identifiable. It is schools responsibility to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual children. It is not ring-fenced and schools are free to spend it as they wish, however schools are accountable for how they have used the additional funding to support children from disadvantaged families.

Pupil Premium – How it works at Purston Infant School

At Purston Infant School our philosophy is to give all children ‘the best start’ through a nurturing environment. We have high aspirations for all children and endeavour to allocate the Pupil Premium effectively and strategically so that underachieving children are given every opportunity to overcome barriers and succeed.

Barriers to learning and to future attainment (for our pupils eligible for PPG)

We have identified the following as main barriers to learning and to future attainment for our PPG pupils.

- poor parental engagement in the child’s learning
- low attainment on entry – both into Reception year and for our mobile pupils
- poor attendance / punctuality
- lack of exposure to high quality language, both spoken and written
- low parental aspirations and expectations of attainment • narrow experience of life outside school and limited opportunities
- poor emotional wellbeing
- a significant number of disadvantaged pupils also have specific educational needs and these needs are a barrier to their learning

When making decisions on how to use our pupil premium funding grant effectively we have made use of a range of research, most prominently the Education Endowment Foundation’s Teaching and Learning Toolkit. In addition we work collaboratively to investigate practice in other schools and evaluate the effectiveness of our previous years’ spending. Our strategies aim to deploy staff effectively to meet individual learning needs and are, where possible, data driven in response to evidence.

Effective strategies used include:

- Access to quality first teaching
- Effective deployment of staff
- Early reading (phonics)
- Reading comprehension strategies
- One to one tuition
- Oral language interventions
- Parental involvement
- Small group tuition
- Social and emotional learning

The tables shows the pupil premium allocation for the year and how we intend to apportion the money. Throughout the year we will track children’s progress and monitor the effectiveness of the expenditure, amending any actions if necessary. At the end of the year we will examine the impact for the following year.

Funding overview 2019-20	
Total number of pupils on roll	152+68 part time
Total number of pupils eligible for Pupil Premium based on estimates from January 19 census)	40 26% 19%
3-4 year old Funding Estimate	£4776
Other Pupil Premium	£52,800
Total	£57,576
Breakdown of the funding 2019-20	
Free School Meal charges for Pupil Premium children	£18,354 (£2.10 x 190days x 46)
4 TA's to be deployed to deliver guided reading/ phonic sessions as part of the 'early birds' programme – Breakfasts currently free through Magic Breakfast Programme Resources for the 'Early Birds' programme	£5,938 for support staff £200 Resources
Learning Mentor to support low attaining children in KS1 and facilitate interventions 3 afternoons a week	£5,616
Learning Mentor to work specifically with parents and children, offering academic and pastoral support, attendance, persistent lateness, thus reducing barriers to learning.	£12,168
Employ Teaching Assistants to work in small groups on key skills, including phonics , with pupil premium children, in order to accelerate progress. 5 x Support staff employed over 5 mornings and 1 afternoon per week. Continue to provide early intervention by deploying extra Teaching Assistants in Upper Foundation Stage to deliver specific pp interventions based around Speech and Language.(Welcomm)	£32,805

Impact 2019-20
<p>During the partial closure of school we stayed open to key worker, vulnerable and SEND children. The majority of this group were eligible under the Pupil Premium grant. We continued to provide meals form those that attended school. The families that could not attend we used other strategies to ensure the children were being fed. These included the government voucher scheme, food parcels prepared by our meals provider and bagels and cereal through the National bagel breakfast scheme. Parents said that this was a massive help / impact to them.</p> <p>Early birds phonics programme ran between September and March. Again this year it raised the phonics ability of 21 Year2 children from the bottom 20% (6 children would have passed the phonic screening) to 5 children working at exceeding in reading assessment in March. These children were on track to pass the 32 mark threshold.</p> <p>Low attaining children three sessions across the week working on basic skills in maths and some reading around understanding. These 3 yr1 children were making steady progress in basic skills in maths. The regularity of 3</p>

afternoons following each other impacted on their confidence with addition and subtraction of single digit numbers combined with number recognition.

The role of Family Support Worker (FSW) has massively impacted on several children / families in school. The areas of attendance and the pastoral help and support that they work with have shown improvement and impact on the children and their learning. Ensuring that these children attend each day has the impact on their lives in so many ways. If they are here they are fed and supported but are then targeted in interventions to progress their learning but also receiving quality first teaching each day. Attendance for our PP children rose this year in line with whole school. (Pre-partial lockdown.) The FSW impact with other PP families has included serious illness/ cancer work, reward charts for behaviour improvement at home and school and working with various anxieties.

Teaching assistants allocated to specific year groups to accelerate learning through very targeted small group / individual work picking up on misconceptions from earlier in the day and improving understanding. Progress data based on phonics shows that the children have learnt the Floppy phonics with fidelity and the afternoon groups moving learning forward with group speed reads and one to one worker