



PUPIL PREMIUM AT CHIEVELEY SCHOOL 2019/20

The Pupil Premium is the government's name for a sum of extra money that's paid to schools to help with costs. It can help to pay for important things, like school trips, uniforms and PE kit, music lessons, and additional help with subjects like English and maths. It's there to help support children from lower income families, so the government uses information about children that are entitled to free school meals to work out where, and how much, to pay.

Rationale

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked-after (LAC). The grant is made available to support students who have received Free School Meals at some point in the previous six years. In addition, funding for students who have been in local authority care for more than six months, is provided in a grant managed by the Virtual School. Students adopted from care also qualify for the Pupil Premium Grant.

The aim of the Pupil Premium is to identify and implement strategies in order to increase social mobility and reduce the attainment gap between the highest and lowest achieving pupils nationally.

Aim

To ensure that the Pupil Premium Grant is targeted at the pupils it is intended for, and significantly improve the achievement and life chances of disadvantaged pupils attending Chieveley.

This will be achieved by:

- Providing educational support which raises the achievement of these pupils so that it is in line with their peers and national expectations.
- Providing emotional and social support where appropriate.
- Addressing any inequalities in opportunity faced by these pupils.

Implementation

- The budget for the Pupil Premium will be a clearly defined budget and will be allocated appropriately to meet the needs of disadvantaged students at the school.
- It is recognised that not all students classified as FSM/Ever 6 will be disadvantaged or not making the expected rate of progress and

that many students not classified as FSM/Ever 6 will be disadvantaged. Therefore it will be appropriate to ensure that all disadvantaged students have the opportunity to benefit from Pupil Premium funding.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- The school will assess the needs of students in determining whether they need additional support to ensure that they are making expected progress, that their social and emotional needs are met and that they have equal opportunities.
- The progress of individual students who are supported through the Pupil Premium will be tracked and monitored and interventions put in place as required.
- The effectiveness of strategies to raise the achievement, improve the progress and provide emotional and social support will be evaluated and these will be amended as appropriate.
- The school is accountable for the achievement and progress of Pupil Premium students and the educational outcomes of these will be reported in the context of how the school has used the Pupil Premium Grant to raise achievement.

Strategies used to support disadvantaged students

All teaching staff are aware of Pupil Premium and disadvantaged students. Teachers are required to track their progress and ensure that there are intervention strategies to support these pupils in achieving their targets.

In addition a number of whole school strategies and resources are used to support these students, including:

- Vulnerable children are identified in tracking meetings and strategies to help with their progress are discussed and implemented.
- The SEN/ELSA team meet every six weeks to discuss vulnerable children and how we can best support them.
- Extra staffing ensures one-to-one and small group support where needed
- We have a 'tilt' approach to our vulnerable children e.g. we approach children who receive PPG first when considering who will join certain activities such as the choir, sports opportunities and extra EHA sessions
- We ensure children on PPG are always included in extra activities e.g. joining an extra club or getting a signed book at an author event.
- We provide an Emotional Health Academy worker to work with children as needed and to work with services children in 1:1 and small group or family sessions.

April 2019 - March 2020			
		Income	Expenditure
	Brought Forward	£0	
	Pupil Premium Grant	£16,840	
Total Income		<u>£16,840</u>	
	Music Lessons		£100
	Emotional Health Academy		£1,800
	School trip funding		£130
	Clubs / Leaver Party funding		£225
	Residential trip funding		£255
	Laptop for PPG Pupil		£250
	Books from Author visit		£50
	Glee club		£315
	ELSA Support		£4,360
	TA Support		£9,355
Total Expenditure			<u>£16,840</u>

As we have relatively small numbers of children receiving grants, some figures are not clearly labelled to ensure anonymity.

Area of Expenditure	Action	Support	Learning Area	Outcomes
Residential and Offsite Trips £385	No child was excluded from school trips due to lack of funds	The cost of trips were covered for those children eligible	Emotional and social, also curriculum support for further learning.	100% PPG children attended both day and residential trips.
Music lessons and instrument hire £100	10% of children were supported with music lessons and dance lessons	The cost of the lessons and the hire of instruments	Social, emotional and curriculum support.	10% children able to learn an instrument.
Emotional Health Academy £1,800	The Emotional Health Worker has provided support to 10 pupils in the form of 1:1 (20%) and group support (80%). The Emotional Health Worker has also engaged in consultation with families (in some cases at home), and in some cases provided support including signposting and self help resources.	The Emotional Health Worker had involvement with 5 pupils, in the form of 1:1 support. In some cases this has extended to support and consultation with parents, families and other professionals. The length of intervention varied from 12 sessions to 1 session with an average intervention length of 5 sessions.	Pupils presented with a wide range of difficulties, including anxiety (40%), challenging behaviour (20%), family difficulties/loss (20%) and emotion regulation difficulties (20%). Some pupils presented with more than one of these difficulties	38% of parents reported consultation with the Emotional Health worker was satisfactory and benefited their child's emotional needs. The remaining 62% of parents are still currently in contact with the emotional health worker regarding their child's emotional needs and have not reviewed their experiences.
	Children in vulnerable families	Support offered through sessions with parents and then with individuals or small groups. Online and telephone support during lockdown.	Social and emotional support.	Parents have reported that this support has been helpful.

	Regular consultation and discussions have been held with the SENCO and Head teacher on an ad hoc basis and the Emotional Heath Worker has supported and facilitated staff meetings in relation to behaviour management.	Training/consultation	Supporting children with emotional and behaviour issues was delivered based on the needs of children in the school.	Staff reported that the training was helpful and further new strategies have been built on this training.
ELSA Support £4,360	Training and guidance for ELSA team plus ELSA support for children	Training and 1;1 support including telephone support during lockdown	Helped ELSAs provide further support to disadvantaged and vulnerable children –e motional and social support.	All PPG children have been assessed when deciding on provision of ELSA programmes.
TA staffing £9,355	Children provided with 1:1 and groups support	Ind and small group work	Literacy and maths support	100% PPG children benefitted from this support
	Individual child mentoring	Daily observation or check up with children re how they are getting on.	Emotional and social support- TAs allocated to disadvantaged or vulnerable children needing ongoing support of a friendly adult taking care of their welfare.	100% PPG children benefitted from this support
Laptop for Pupil £250	Child needed online access at home which was provided by the school.	Resources to do homework and home learning.	Cross curricular.	Child able to complete work at home.
Books from Author visit £50	Children received books when author came into school	Ability to share in the same experiences of others in the class.	P&S, English.	Child able to talk with peers about the book they had read.
Leavers party, Glee Club, other clubs £540	The school ensured that no child was left out of activities that others were taking part in due to lack of funds	Financial	P&S, music, morning and after school clubs.	All children in the school were able to take part in all activities, including those arranged by parents, if they wanted to.

Action Plan:

- Continue ELSA and Emotional Health Academy support.
- Continue to support trips, swimming lessons, clubs, music lessons and school meals for those in need.
- Continue to provide ongoing TA and teacher support for those needing 1:1 and small group support, in or outside the classroom.
- Some vulnerable children have been supported in school during the recent pandemic, others have been supported via telephone calls and advice.
- These children will need ongoing emotional support when they return to school fully following the pandemic, and many will need extra catch up sessions.
Money will be directed to support our most vulnerable children to minimise gaps in learning.