



**Values Education' is about understanding what is important to us individually, within our families and as a whole school community.**

## **Pupil Premium Grant**

### **Issue 18**

Author: S.Wright

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**Where possible we offer translation or explanation of written communication. Please contact the school office if you require forms/paperwork in any other format.**

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement: to diminish the difference in achievement between disadvantaged children and others at the school. These include pupils who are entitled to free school meals; or who have received free school meals in the past 6 years, those looked after by the local authority, adopted and children of armed service personnel.

At Silsoe Lower School we are committed to promoting the progress and attainment of all our pupils, whatever their backgrounds. Our aim is for every pupil to have equal opportunities and access to outstanding teaching and learning. The emotional and social well-being of all our pupils is also a priority.

### Barriers To Educational Achievements

We recognise that not all children who are socially disadvantaged are registered to qualify for Pupil Premium and that not all children who receive Pupil Premium funding are socially disadvantaged. The barriers and challenges disadvantaged children face are varied depending on each child's personal and social circumstances and their level of educational and social and emotional needs.

Children may have experienced:

- Low income
- Unsettled family arrangements
- Disrupted educational experiences

The Pupil Premium Champion works closely with Teachers, the SENDCO, Teaching Assistants and parents to establish the key needs of each child in receipt of Pupil Premium funding and other disadvantaged children or groups. This provides a starting point in the allocation of specific intervention and/or enrichment activities. 54% of children in receipt of Pupil Premium funding have also been identified as having additional special educational needs and as such require personalised provision planning to ensure that small steps in progress are made.

We place additional emphasis on our whole school values approach with our Pupil Premium children targeting language of a growth mind set, aspirational thinking and a positive attitude to learning. This helps to facilitate pupils' access to the curriculum and support their social and emotional well-being. Many Pupil Premium children receive additional input for their emotional literacy. This enables these vulnerable children to understand that they can fulfil their potential in education and become role models to younger children in our school.

## Our Pupil Premium Grant

Below is a table which identifies the amount received each academic year since 2012.

Year	Amount Received
March 2012 – 2013	£9,150.00
2013 - 2014	£14,101.00
2014 - 2015	£24,700.00
2015 - 2016	£19,217.00
2016 – 2017	£21,420.00
2017 – 2018	£24,260.00
2018 - 2019	£20,400.00
2019 - 2020	£26,700.00
2020 - 2021	<ul style="list-style-type: none"><li>• Pupil Premium – the DFE have announced that for the 2020/2021 financial year funding rates have changed, Primary FSM 'Ever 6' pupils will attract £1345.00 and LAC children will be £2345.00. <b><u>The allocation will be announced in June 2020</u></b> (based on the January 2020 school census) and will be paid to schools in July 2020 – published on the Schools Portal.</li><li>• Budget year 2020 -2021 – predicted - £29,210/</li></ul>

During the academic year 2019 – 2020 approximately 63.08% of Silsoe's pupils received Universal Infant Free School Meals (Census January 2020). 5% of Silsoe Lower School's pupils were entitled to Free School Meals. (Census January 2020) 18 children are currently entitled to Pupil Premium funding (6.92% of the total roll)

### Pupil Premium

During the academic year 2014-15 the Governing Board appointed one of our senior leaders Mrs Beth Ambler to the role of Pupil Premium Champion. Since that time, Mrs Ambler has developed this role and increased the understanding of all teachers about how high quality teaching and rich learning opportunities can combat disadvantage. Mrs Wright took over this responsibility in September 2018 and has continued this support and collaborative work with the school community. Mrs Claire Johns has been designated as the Pupil Premium Champion Governor and has termly meetings with Mrs Wright.

In the previous academic year we were able to provide the following enrichment opportunities;

- All classes in our school have additional highly qualified adult support for at least four hours of every day. This ensures that the needs of our disadvantaged pupils can be met in small groups or if necessary 1:1 with their teacher or another well qualified teaching assistant.
- We have a dedicated team of support staff who work across the school to ensure access to the curriculum by the provision of interventions in reading, writing and mathematics for disadvantaged children who are not making expected progress or reaching national levels of attainment;
- We employ team of HLTAs to provide intervention and enrichment for pupil premium children these personalised programmes of learning are developed by the Class Teacher & Pupil Premium Champion.
- We have a high adult: child ratio in our Early Years Foundation Stage classes to ensure that disadvantaged children can be taught in small groups and this helps us to address needs around communication and language and personal and social development from early on in a child's school career. This is because early intervention ensures rapid progress.
- We have a robust tracking system, which enables us to track the progress and attainment of children in Reading, Writing, Speaking and Listening, Science and Mathematics. This tracking is analysed by all teachers, Head Teacher, SENDCO and the Pupil Premium Champion to ensure that all children, whatever their backgrounds are able to access the curriculum and are making good or outstanding progress in their learning. This robust tracking ensures specialist teaching assistant support is targeted to support disadvantaged pupils at risk of underachieving and those requiring challenge to extend their thinking and aspirations and to reach their potential.
- Quality first teaching also ensures that all Pupil Premium children benefit from additional time to work with their teacher each day within whole class learning time.
- Our literacy based curriculum is resourced to ensure that all children have access to quality texts and books throughout their school career. These resources are updated regularly to encourage and motivate all disadvantaged children to become confident readers. Since 2015 – 2016 we have invested in motivating readers for those that are less confident and reluctant readers. Children are encouraged to take home high quality literature to share with their parents. Pupil Premium funding ensures eligible children receive extra reading and access to the resources.
- We provide in school clubs, trips and visitors to enrich the curriculum and make sure that all children have additional learning experiences outside the normal school day. Pupil Premium funding is used to ensure disadvantaged pupils are able to participate fully. This increased participation has impacted on self belief and well being. All disadvantaged children have been given the opportunity to participate in Forest School's projects led by our HLTA which provide pupil enrichment opportunities and helps engage parents of Pupil Premium children.

- We use our specialist nurture expertise to provide targeted intervention for any disadvantaged child who is failing to make expected progress due to social and emotional difficulties or trauma.
- Whole staff training opportunities are used to share the school's underlying philosophy that all children have the capacity to achieve and deserve the optimum opportunities to do this. Continuing professional development is used to increase the skill set of class teachers and specialist teaching assistants.
- Extended enrichment opportunities are provided through cooking/life skills for year 4
- Developed targeted intervention which is focused on addressing children's individual barriers to reaching their full potential.
- Using pupil premium funding for external support from professionals such as Educational Psychologists
- Providing further training and development opportunities for staff

### Covid-19 and Pupil Premium

There is a large focus within education on the impact that Covid-19 will have on vulnerable children across the country. At Silsoe we have been determined to monitor, support and engage families who receive pupil premium support at this difficult time. When the lockdown first began the school offered free packed lunches to all families in receipt of qualifying benefits to receive Free School Meals. Once the school was closed completely and our children started to attend the hub school, the school provided these families with supermarket vouchers. Now the government system is in place children have been receiving the e-vouchers to support them during this time. We have also sourced and made available to these families laptops to allow them to engage in online learning via google classroom. All families have either received a phone call from the head teacher, SEMH lead or the pupil premium champion to check in and ensure they are fully supported to allow the children to access their education remotely. One child is unable to access online learning due to additional needs so the class teacher has been sending completely individualised learning for her. This is an ongoing project to ensure the gap between these children and their peers does not widen during this time. The pupil premium champion is monitoring their engagement in their learning with bi-weekly updates from staff regarding the children's engagement.

### Impact of Pupil Premium

All of the groups supported by pupil premium are monitored closely to ensure their progress and achievement. The children that we have supported have qualified due to a number of reasons such as children receiving free school meals or have previously, children of armed services personnel, children who are currently or have previously been looked by the local authority. No matter their background we aspire and work with the children and family to reach their full potential for the whole child.

Monitoring their behaviour, attendance, academic performance and personal wellbeing.

In the academic years between 2012 and 2018 the average progress of our children in receipt of FSM and those who are 'looked after' was in line with all our children and was good. Attainment of our children receiving FSM was roughly in line with that of all children in all year groups with the same starting points. In YR to Y4 national assessments using the E Profile and teacher assessment the progress for children receiving FSM was roughly in line with all children in their Year Group unless the child has special educational needs. Looked After children and previously Looked After Children, made rapid progress and children who have received free school meals during the past 6 years have on average made progress in line with their peers.

Impact is measured through the termly progress made by pupils, detailed record keeping from intervention which shows small steps of progress; pupil progress meetings, work scrutiny and detailed case studies for some Pupil Premium children (including evidence of attitudes to learning and increased emotional literacy).

In the academic year 2018 – 2019 93% of children made expected progress across reading writing and maths. In Reading and Maths 20% of children receiving pupil premium made better than expected progress and 7% in writing. The 7% of children that did not make expected progress represents just one child. This child was in EYFS and was targeted to reach expected. They made huge progress based on their baseline scores but did not reach the expected level of development which is our aim for all children in EYFS. At the end of the year, 44% of our pupil premium children have moved up to middle school.

### Strategy Review

- The Pupil Premium policy will be reviewed and updated every September by the Pupil Premium Champion, Head Teacher and Pupil Premium Governor
- Additionally, The Pupil Premium Champion and the Pupil Premium Governor will meet each term to review and discuss strategy, progress and input
- The academic achievements of Pupil Premium children are analysed in detail in July of each academic year and at termly pupil progress meetings  
(Due to Covid-19, this analysis may not be completed in the same way but their performance until the lockdown and any further data will be scrutinised).
- Pupil Progress is regularly discussed, reviewed and developed in response to the needs of the Pupil Premium children.
- All children in receipt of pupil premium will have a 'Pupil Premium Profile' which will follow the children through the school and give a clear understanding of what support they have received, their barriers to reaching their potential and analysis of the impact of interventions.

For more details on the Pupil Premium, please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

This funding is crucial in helping us to increase our provision and the opportunities for our eligible pupils. If you think your child will qualify for free school meals or you would like to find out about the eligibility criteria, please contact our Office and Finance Manager in the school office.