



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

## **Pupil Premium Grant**

### **Issue 19**

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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.

### 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	£33,245.00

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) 23 children are currently entitled to Pupil Premium funding (8.5% of the total roll). However, we have not had confirmation of the children in EYFS who will receive pupil premium support so the number will increase.

### 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 under the leadership of the senior leadership team.
- 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. 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're 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. Once the government system was in place children's families received the e-vouchers to support them during this time. We sourced and made available to these families laptops to allow them to engage in online learning via google classroom. All families 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 was unable to access online learning due to additional needs so the class teacher sent completely individualised learning home. The pupil premium champion monitored their engagement in their learning with bi-weekly updates from staff regarding the children's engagement.

Now that the children have returned to school full time we have undertaken a number of baseline assessments to establish what learning has been embedded and identify gaps in learning. Senior leaders, subject leaders and class teachers are working together to create a catch up curriculum and plan an effective intervention programme to support children academically. There has also been a mental health impact of Covid-19, which teachers are monitoring, following an emotional well-being assessment of each child and we are putting in place a number of interventions such as talk time.

## 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 for pupil premium funding due to a number of circumstances 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 personal 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.

In the academic year 2019 – 2020, the inevitable challenges of a lockdown were a huge concern regarding our disadvantaged pupils and an analysis of the data demonstrates this impact. A number of children had not achieved the expected level because they missed at least 9 weeks of direct teaching at school. This is going to have an impact on the achievements of children going into the 2020 – 2021 year. Whilst the school has worked hard to engage families and support them with technology including providing laptops and computing support there has been some children who have not engaged with google classroom. You can read a detailed

analysis of the previous years data and outcomes in the documents 'Review of provision and outcomes for disadvantaged pupils 2019- 2020'.

### Barriers to future attainment (for pupils eligible for PP)

When reflecting on the pupil profiles and their results as reported at the end of March, we have targeted eight key barriers to children fulfilling their potential, which are split into academic and additional barriers. These will be the focus of our ongoing support and targeted intervention to allow children to make accelerated and full progress. Each child has a pupil profile, which identifies their individual barriers and identifies the strategies, which will be used to address any ongoing issues. The barriers identified below are not exhaustive and there may well be other barriers identified.

#### Academic Barriers

A	Phonics – at the beginning of their academic life it is essential to establish the key skills that a learner requires to be successful. Through experience, a large proportion of the children who receive pupil premium support especially in EYFS and Key Stage 1 have a lack of phonic understanding.
B	Understanding of number – children who have an insecure understanding of number have difficulty with all other areas of maths. Creating a confident base to the children's learning in the form of high quality understanding of number will support all other maths understanding further into their academic life.
C	Problem solving – children need to be given opportunities to be challenged in all areas of learning. The children who have achieved better than expected this year have all been given opportunities and additional teaching to extend their knowledge and encourage higher order thinking and problem solving skills.
D	Missed Schooling/Attendance – the attendance levels of children receiving pupil premium support is similar to those whom are not disadvantaged but we want to strive for the children to all have 97% or above. This will allow them to receive more quality first teaching and engage in their learning.

#### Additional Barriers

E	Mind-set – Some of the children in receipt of pupil premium have a fixed mind-set. They will avoid challenges, view themselves negatively, put down achievements and this can cause them to not be engaged in making progress. We have worked really hard with all children in school to develop a growth mind-set but it is especially important with vulnerable children.
F	Level of engagement from parents – this can manifest in a number of ways including not reading at home, homework not being consistently completed, not attending school events and reluctance to engage with the class teacher. This can lead to poor outcomes and relationships between these vulnerable families and the support systems offered in school.

G	Social/cultural capital – these children often lack key experiences at a young age and this manifests in a number of ways including a lack of vocabulary, understanding of the world around them and difficulties in relating school learning to their own experiences.
H	Emotional well-being – Increasingly we are having children coming to school with complex mental health issues both within our SEMH provision but also in mainstream school. These children are not able to settle and engage with their learning as a result. The school needs to help children to be ready to learn and develop coping strategies.

The action plan/pupil premium budget explains how we plan to address these barriers and the rationale for each expenditure.

### 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.