

Old Park Primary School

Pupil Premium funded April 20/21, impact will be reviewed Oct 2021

Predicted allocation based on previous year at April 20: £138,190.00 (it is expected that this amount will fall).

Actual allocation based on mid year adjustments April 2020 : £131,810.00, EYFS allocation £TBC

Amount Spent: £142,925.45 (funds spent on this plan in excess of the grant was covered by the school budget).

It is important for the school and governors to support this plan to close the gap for PP children therefore the plan is supported across the year financially.

Total number of pupils on-roll as at Oct 20	Total number of pupils eligible for pupil premium Oct 20	Number of pupils eligible for FSM as at Oct 20	Number of looked after children Oct 20	Number of post - LAC Oct 20	Number of service children
511 (R-Y6)	104	95	2	0	0
65 (nursery)	8				

Disadvantaged Pupils On Roll - October 2020 census

	Ever 6	FSM	LAC	Disadvantaged SEN	Service children	Total number on roll	Disadvantaged %
Nur	0	0		0	0	64	
Rec	12	12		1	0	60	20
Y1	9	9	1	2	0	59	15
Y2	12	12		2	0	60	20
Y3	14	14		6	0	60	23
Y4	16	16		4	0	60	27

Y5	12	7		3	0	61	20
Y6	27	21	1	8	0	89	30

-Overcoming Barriers for Pupil Premium Children-

What barriers to future attainment do our PP children face?

Due to COVID and the school's closure, there is an even greater need for academic interventions to diminish the gap in reading, writing and maths, this is a greater concern in EYFS and KS1.

Need to overcome Speech and Language issues.

School readiness, made even greater due to the impact of COVID.

Adverse childhood experiences that result in low confidence, low resilience and issues with SEMH.

Financial hardship resulting in a lack of experiences beyond the home and difficulty in paying for school visits and residential, made even greater due to the impact of COVID.

Issues with school attendance and punctuality leading to a loss of learning time, including tackling those classed as persistent absentees and those who have developed anxieties in relation to covid or due to lengthy absence.

Behavioural barriers to learning, made even greater due to impact of COVID.

Social difficulties during social times and group work.

Parental capacity to support child with skills required for school readiness.

Overcoming reduced aspirations and engagement within the home environment.

Children lacking or the loss of school readiness (focus, concentration, stamina for learning) due to covid impacting upon routines.

Actions

Barriers	Actions taken to improve attainment of Pupil Premium children and cost	Total cost	Impact on Pupil Premium children
Need for academic interventions to diminish the gap in reading, writing and maths.	<i>Learning support interventions:</i> £27,000- In each year group our learning support staff carry out small group interventions to support children to meet their targets in reading, writing, mathematics and social, emotional and mental health. This also includes supporting pupils with English as an Additional Language	£87,000.00	Attainment gap in core subjects to be reduced between our PP pupils (disadvantaged group) and our non-disadvantaged group in in-school and end of KS data.

	<p>(EAL) particularly in Early Years and KS1 where EAL pupils find language to be a greater barrier to learning.</p> <p><i>After school phonics interventions:</i> - Led by LSAs and teachers and run across all year groups with children identified through internal tracking.</p> <p><i>SENCo:</i> £60,000 - Our SENCo works to ensure that all pupils with special educational needs are appropriately catered for through differentiation, appropriate intervention and careful planning. She line manages the learning support staff, liaises with external agencies and parents, delivers training and monitors progress.</p>	<p>school budget</p> <p>Surplus paid by school budget</p>	
Need to Financial overcome hardship resulting in a lack of experiences beyond the home and reduced aspirations and engagement within home environment	<p>Enrichment: £800 -</p> <ul style="list-style-type: none"> • Opportunities for PP children to access extra-curricular school club for 6 weeks (mad science). • Attendance at additional activities and events. 	£800	Disadvantaged after-school opportunity, additional learning, increased understanding of and engagement with practical science.
Need to overcome Speech and Language issues.	<p><i>Speech & Language:</i> £ 2688.45 (Our Early Years PP funding partially covers this SLA (£1113.00). We have agreed an SLA with SIPs education to provide us with a speech and language specialist. This specialist visits the school for one day a fortnight. They work directly with the children but also provide direct support and advice to teachers and learning support. The majority of this input is with Early Years and KS1 but it also allows for support where required in KS2. <i>Learning support deliver ongoing support for S & L (cost outlined above)</i> - In each year group our learning support staff carry out small group interventions to support children to meet their</p>	<p>£2688.45</p> <p>(£1113.00 is from EYFS pupil premium)</p> <p>Costs also outlined above</p>	Ensure that disadvantaged children who have been identified as having a Sp&L need are receiving the appropriate support. Better able to access the curriculum and improved attainment results.

	<p>targets in reading, writing, mathematics and social, emotional and mental health. This also includes supporting pupils with English as an Additional Language (EAL) particularly in Early Years and KS1 where EAL pupils find language to be a greater barrier to learning.</p>		
<p>Adverse childhood experiences that result in low confidence, low resilience and issues with SEMH.</p>	<p><i>Attendance & Family Liaison Officer: £32,800.00</i> – She completes family outreach work, supporting with benefits claims, housing issues, marriage breakdown support and parenting skills (delivering the Changes programme). She leads EH meetings and attends EH, CIN and CP meetings where appropriate, she liaises with schools where our pupils may have siblings and where there might be transition needs. She liaises across and multitude of agencies to support our most vulnerable pupils and their families. She is proactive and makes regular contact with parents.</p> <p><i>SEMH : £6187 (Arts of Change SLA)</i> - This provides the school with access to a qualified dramatherapist for a day each week. The dramatherapist is able to deliver individual and family therapy to targeted pupils. These pupils may be identified because they are particularly vulnerable, have experienced trauma, death, family breakdown or other circumstances. This service allows us to deliver targeted support to our children without the need to wait for lengthy periods due to the CAMHS referral system. The therapy is on an individual need basis and not a set allocation. This service has, and continues to allow us to support children and their families in difficult circumstances. We have received very positive feedback from the families that have already seen the benefits of this additionality. This therapy promotes the children’s social, emotional and mental health. When children are happy and feel safe then they are in the right frame of mind to learn and thrive.</p>	<p>£51637.00</p>	<p>Provide disadvantaged children with confidence, resilience and SEMH issues with appropriate support and strategies that they can use. Children will be more ready to learn and will show improved attainment.</p>

	<p><i>Forest School Leader:</i> £12,650.00 – Our forest school leader develops and maintains the area and plans and delivers forest school lessons for pupils across the school. Providing pupils with experiences to draw upon during lessons and develops important skills such as collaboration, problem solving, & leadership. He also delivers family sessions across the year.</p> <p><i>Family Support:</i> £costed above - We have a dedicated Family Liaison officer who works directly with parents and children. She works with families and offers support and advice regarding benefits, attendance, behaviour, domestic violence and a wide range of other support facilities. She delivers family support through the changes programme and organises parents drop in sessions on a regular basis. This budget is to enable her to fund resources for the workshops and sessions across the year. She also uses this funding to organise pupil theatre shows and workshops relating to safety.</p> <p><i>Deputy Head:</i> (not costed in) The deputy head runs regular SEMH support groups with identified pupils. These focus on providing pupils with ways to recognise and handle emotions effectively.</p>		
<p>Financial hardship resulting in a lack of experiences beyond the home and difficulty in paying for school visits and residential.</p>	<p><i>Enrichment:</i> (Costed above) - This amount is allocated to provide targeted pupils with enrichment experiences e.g. clubs, theatre visits, holiday play scheme places, trips, visiting authors.</p> <p><i>Uniform:</i> £100 - to support families on low incomes to acquire new items of uniform.</p>	<p>£100 Costs also outlined above</p>	<p>Ensure that disadvantaged families are able to continue to access after school clubs, enrichment activities, school trips and residential.</p>
<p>Issues with school attendance and punctuality leading to a</p>	<p><i>Family Liaison Officer:</i> (Cost already outlined above)- Our Family Liaison officer works with families where the attendance of pupils is less than 95%. She monitors data, conducts support meetings with families and develops school strategies to increase attendance</p>	<p>£700 Costs also outlined above</p>	<p>Attendance and punctuality for disadvantaged pupils to be in line with that of other pupils.</p>

<p>loss of learning time, including tackling those classed as persistent absentees.</p>	<p>through awareness. This attendance role is closely supported by AHT for middle phase.</p> <p><i>Breakfast Club Places:</i> £200 - These places are allocated to support low attending and low earning families so that pupils are on time and have breakfast. Allocated based on need.</p> <p>During Covid the school subsidised food vouchers and provided food parcels during some holidays and covered the cost of FSM in Aut 21 for a family who were not in receipt of FSM but who were struggling financially to provide food for their 3 children. £500.00</p>		
<p>Behavioural barriers to learning.</p> <p>Social difficulties during social times and group work.</p>	<p><i>SEMH (AOC SLA):</i> (Cost outlined above) - Drama therapy helps vulnerable pupils to deal with their emotions in a positive way. This will help them to build better relationships with others and manage their emotions more effectively.</p> <p><i>Behaviour Support:</i> (no cost) - Behaviour Support workers, work with the school to support identified children. Strategies to support children within the classroom are implemented to reduce the likelihood of isolation or exclusion.</p> <p><i>Nurture groups (cost outlined above) Learning support deliver ongoing nurture groups for targeted pupils (cost outlined above)</i></p>	<p>Costs outlined above</p>	<p>Improvement in boxall scores. Children are more ready to learn and can interact well with peers, building successful relationships.</p>
<p>Identify and address parental support requirements to increase school readiness.</p>	<p><i>Family Liaison Officer:</i> (Cost already outlined above) - Our FLO offers help and advice to families within school on a range of matters. She will signpost families towards other services and act as a mediator between the two. She also makes regular Early Help referrals to ensure that families are getting the support in the home that they need.</p> <p>Parental liaison (50%): (Funded through the budget) – The front</p>	<p>Costs outlined above</p>	<p>Those families which need support will be actively engaged with outside services.</p> <p>Safeguarding concerns will be decreased.</p>

	<p>office staff provide all of our parents with information, assistance, support and advice on a daily basis, this type of support is utilized more frequently by parents of children that attract the pupil premium grant. This allocation ensured that when required there is always someone on hand to support those parents when they seek support or advice.</p> <p><i>INSPIRE & Family learning workshops:</i> (funded through the budget) - These workshops are run a number of times a year and are based on needs identified in the SIP. They are designed to increase parental involvement in schooling and also to help provide parents with an understanding of curriculum content and how to support their children at home.</p>		<p>Questionnaire to will show improved levels of confidence with supporting learning at home.</p>
<p>Overcoming reduced aspirations and engagement within the home environment.</p>	<p><i>INSPIRE & Family learning and curriculum workshops:</i> (funded through the budget) - These workshops are run across year and are based on needs identified in the SIP. They are designed to increase parental involvement in schooling and also to help provide parents with an understanding of curriculum content and how to support their children at home.</p> <p>Class assemblies (no cost) to increase opportunities for parental engagement with school as well as providing pupils with opportunities to develop and demonstrate confidence and share skills in speaking, singing, acting etc. Visiting speakers from a range of vocations where possible (police, fire, stem, theatre companies).</p> <p>Develop aspirations through range of curriculum and extra-curricular activities to spark interest and ambition.</p>	<p>Funded through budget and school fund</p>	<p>Parents will be better equipped to support the children with their learning.</p> <p>Children exposed to a range of opportunities and an understanding of the range of vocational options that could be open to them.</p>

Changes to the planned spend to be outlined here as the year progresses:

Covid prevented parent workshops and curriculum events but brought increased need to support some families with food parcels or vouchers.

All pupil premium children were given the option of IT support for remote learning (devices) some declined preferring paper options or other learning methods.