

Old Park Primary School

REVIEWED - Pupil Premium 19/20

Predicted allocation based on previous year at April 19: £135,620 (it is expected that this amount will fall).

Actual allocation based on mid year adjustments April 2020 : £131,810, EYFS allocation £1001.70 (three Nursery pupils)

Total number of pupils on-roll as at Oct 19	Total number of pupils eligible for pupil premium Oct 19	Number of pupils eligible for FSM as at Oct 19	Number of looked after children	Number of post -LAC	Number of service children
449 (R-Y6)	98	77	3	0	0
64 (nursery)	3				

Disadvantaged Pupils On Roll - October 2019 census

	Ever 6	FSM	LAC	Disadvantaged SEN	Service children	Total number on roll	Disadvantaged %
Nur	3	N/A	1	0	0	65	5%
Rec	8	7	1	2	0	60	13%
Y1	10	10	0	1	0	60	16%
Y2	12	12	0	3	0	60	20%
Y3	13	14	0	4	0	59	22%
Y4	12	6	0	4	0	62	19%
Y5	23	16	1	8	0	89	29%
Y6	20	14	0	5	0	59	34%

-Overcoming Barriers for Pupil Premium Children-

What barriers to future attainment do our PP children face?

- 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.
- 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.
- Issues with school attendance and punctuality leading to a loss of learning time, including tackling those classed as persistent absentees.
- Behavioural barriers to learning.
- 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.

Desired outcomes

Where are we now?	What do we want to achieve?	How will we know if we have been successful?
<p>Figures for the attainment gap at KS1 for 18/19 are available in our pupil premium review.</p> <p>At the end of KS2 our disadvantaged pupils outperformed our non disadvantaged in W,R & M attainment.</p>	<p>Attainment gap in core subjects to be reduced between our PP pupils (disadvantaged group) and our non-disadvantaged group.</p>	<p>Internal tracking and external results at the end of key stages will show that the gap is being narrowed and results for disadvantaged pupils are improving.</p>
<p>11 out of 26 children with Sp&L needs in school are disadvantaged (42%). This makes up a significant proportion of this group.</p>	<p>Ensure that disadvantaged children who have been identified as having a Sp&L need are receiving the appropriate support.</p>	<p>Pupils will achieve the targets set by Speech & Language therapists. They will be better able to communicate with staff and peers and more able to access the curriculum. This will be reflected by improvements in attainment.</p>
<p>5 out of 10 children with SEMH needs in school are disadvantaged (50%).</p>	<p>Provide disadvantaged children with confidence, resilience and SEMH issues with appropriate support and strategies that they can use.</p>	<p>Boxall profile scores for these children will improve. There will be a reduced incidence of behaviour issues. Pupil conversations will show an increase in confidence and resilience. Data will show an improvement as children are more emotionally ready to learn.</p>

<p>School currently allocates funds towards enrichment activities for disadvantaged pupils.</p>	<p>Ensure that disadvantaged families are able to continue to access after school clubs, enrichment activities, school trips and residential.</p>	<p>Disadvantaged children will have been able to access after school clubs and other enrichment activities. They will be able to use visits and residential as a way to expand upon their cultural capital and use these experiences as a starting point for other learning.</p>
<p>Whole school attendance in 18/19 was 96.4%, for disadvantaged pupils it is 94.8%.</p> <p>18/19 Persistent Absences: Our PA rate for all pupils was 4.4%. For disadvantaged pupils it was 8.6%.</p> <p>These figures show that attendance for our disadvantaged pupils is still an issue</p>	<p>Attendance and punctuality for disadvantaged pupils to be in line with that of other pupils.</p> <p>Reduce number of disadvantaged pupils classed as persistent absences by improving their attendance record.</p>	<p>Attendance data will show an improvement in %'s for PP children. The gap between this and overall school attendance will be narrowed.</p>
<p>Disadvantaged pupils accounted for behaviour incidents in the following proportions in 18/19 and 19/20:</p> <p>18/19 Aut: 28 (of 143) Spring: 23 (of 100) Summer: 13 (of 38)</p> <p>19/20 Aut: 7 (of 47) Spring: Summer:</p>	<p>Improvement in boxall scores. Children who are more ready to learn and can interact well with peers.</p>	<p>Decrease in behaviour incidents for disadvantaged pupils so that it is more in line with the size of the group within school.</p>
<p>We currently have 1 disadvantaged family who are being supported to access Early Help.</p> <p>Our FLO also supports families by signposting to other services such as:</p> <ul style="list-style-type: none"> - Action for children (support with behaviour and guidance in the home) - Women's aid - Housing - Back to work support - Benefits check 	<p>Maintain and increase active engagement with services that will support parents and help improve the home environment for disadvantaged pupils.</p> <p>Identify families that require support early and support them in accessing help from other areas and providers.</p> <p>Continue to provide regular opportunities for parents to attend INSPIRE and family learning</p>	<p>Those families which need support will be actively engaged with outside services.</p> <p>Safeguarding concerns will be decreased.</p> <p>Conduct questionnaires on parent confidence to identify improvements and areas we need to continue to develop.</p>

<p>- BEAM (mental health service for children who don't meet CAMHS threshold)</p> <p>We run regular workshops and family learning sessions in school across all year groups. These are based around needs identified in our SIP and are designed to build parental confidence with supporting learning outside of school.</p>	<p>sessions, making sure that they continue to relate to need.</p>	
<p>We are in the third quartile on the IDACI index. (4 being the most deprived)</p> <p>The pupil average IDACI score is 0.29 (above the national average of 0.24)</p>	<p>Foster high expectations and ambitions in our children and parents.</p> <p>Provide opportunities to increase cultural capital and offer experience of higher education and the world of work.</p>	<p>Children will have higher expectations and improved attitudes towards themselves and school. Evidenced by boxall scores and PASS survey results.</p>

Actions

Barriers	Actions taken to improve attainment of Pupil Premium children and cost	Total cost	Impact on Pupil Premium children
<p>Need for academic interventions to diminish the gap in reading, writing and maths.</p>	<p><i>Learning support interventions:</i> £60,000- 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 (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> £20,000 - Our SENCo works to ensure that all pupils with special educational needs are appropriately catered for through differentiation, appropriate intervention and careful planning. She</p>	<p>£80,000.00</p> <p>school budget</p> <p>Surplus paid by school budget</p>	<p>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>

	line manages the learning support staff, liaises with external agencies and parents, delivers training and monitors progress.		
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>: £ 1001.70 -Early Years PP funding partially covers this SLA the remainder £2344.00 is paid from the school budget. 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 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>£1001.70 (early years PP only)</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.
Adverse childhood experiences that result in low confidence, low	<p><i>Attendance & Family Liaison Officer</i>: £31,158 – She completes family outreach work, supporting with benefits claims, housing issues, marriage breakdown support and parenting skills (delivering the</p>	£51,013	Provide disadvantaged children with confidence, resilience and SEMH issues with appropriate support and

<p>resilience and issues with SEMH.</p>	<p>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 : £8800 (Arts of Change SLA) - 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.</i></p> <p><i>Forest School Leader: £11,055 – 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.</i></p> <p><i>Family Support: £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</i></p>		<p>strategies that they can use. Children will be more ready to learn and will show improved attainment.</p>
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	<p>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>		
Financial hardship resulting in a lack of experiences beyond the home and difficulty in paying for school visits and residential.	<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>	£100 Costs also outlined above	Ensure that disadvantaged families are able to continue to access after school clubs, enrichment activities, school trips and residential.
Issues with school attendance and punctuality leading to a loss of learning time, including tackling those classed as persistent absentees.	<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 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>	£200 Costs also outlined above	Attendance and punctuality for disadvantaged pupils to be in line with that of other pupils.
Behavioural barriers to learning.	<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>	Costs outlined above	Improvement in boxall scores. Children are more ready to learn and can interact well with peers, building successful relationships.

<p>Social difficulties during social times and group work.</p>	<p><i>Behaviour Support: (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.</i></p> <p><i>Nurture groups (cost outlined above) Learning support deliver ongoing nurture groups for targeted pupils (cost outlined above)</i></p>		
<p>Identify and address parental support requirements to increase school readiness.</p>	<p><i>Family Liaison Officer: (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.</i></p> <p><i>Parental liaison (50%): (Funded through the budget) – The front 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 of hand to support those parents when the seek support or advice.</i></p> <p><i>INSPIRE & Family learning workshops: (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.</i></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>Questionnaire to will show improved levels of confidence with supporting learning at home.</p>
<p>Overcoming reduced aspirations and</p>	<p><i>INSPIRE & Family learning and curriculum workshops: (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</i></p>	<p>Funded through budget and school fund</p>	<p>Parents will be better equipped to support the children with their learning.</p>

<p>engagement within the home environment.</p>	<p>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>Children exposed to a range of opportunities and an understanding of the range of vocational options that could be open to them.</p>
<p>Changes to the planned spend to be outlined here as the year progresses:</p>	<p>Due to the unprecedented year, interim reviews and changes to the Pupil Premium plan were not implemented.</p>		

Review of Pupil Premium Plan:

Data Analysis

Due to the COVID school closure, the data referred to in this review is based on the teacher assessments in March 2020.

The data below is based on whether the children were on track in their learning in March.

	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>		<u>Science</u>	
	<i>Cohort</i>	<i>PP</i>	<i>Cohort</i>	<i>PP</i>	<i>Cohort</i>	<i>PP</i>	<i>Cohort</i>	<i>PP</i>
<u>Year 2</u>	32% GD 37% EX 31% WT	17% GD 42% EX 41% WT	20% GD 53% EX 27% WT	0% GD 58% EX 42% WT	29% GD 42% EX 29% WT	8% GD 50% EX 42% WT	27% GD 53% EX 20% WT	9% GD 58% EX 33% WT
<u>Year 6</u>	31% GD 50% EX 19% WT	30% GD 50% EX 20% WT	24% GD 55% EX 21% WT	20% GD 55% EX 25% WT	31% GD 53% EX 16% WT	25% GD 60% EX 15% WT	28% GD 60% EX 12% WT	30% GD 55% EX 15% WT
<u>EYES</u>	<p><i>75% of all pupils were on track to achieve a 'Good Level of Development'.</i></p> <p><i>67% of pupil premium children were on track to achieve a 'Good Level of Development'.</i></p>							

Key Points

There were no national end of year assessments in 2019

Unfortunately, due to COVID, the school was unable to fully implement the planned pupil premium strategy for the whole academic year.

<u>End of KS1</u>	The data across all strands shows that, in March, there were a higher proportion of pupil premium children performing working towards expected and a lower proportion performing at greater depth. There were, however, a higher proportion of pupil premium children performing at expected.
<u>End of KS2</u>	The data across all strands shows that, in March, our pupil premium children were performing mainly in line with the whole cohort. This demonstrates that our pupil premium children have been supported throughout their time in school, to enable them to perform in line with non-pupil premium children.
<u>EYFS</u>	The data shows that, in March, our pupil premium children were performing slightly behind in comparison to the whole cohort, in achieving a 'Good Level of Development'.

Attendance

Due to the COVID school closure, the data referred to in this review is based on the teacher assessments in March 2020.

	<u>Whole School</u>	<u>PP Children</u>
Attendance %	<u>95.71%</u>	<u>93.34%</u>
Persistent Absence %	<u>8.10%</u>	<u>19.05%</u>

Key Points

This data illustrates that our Pupil Premium children had a slightly poorer attendance rate in comparison to the whole cohort. It is important to note that attendance was impacted in the lead up to the school's covid closure in March. Pastoral support to help families improve school attendance was also disrupted due to the school closure.