

## Pupil Premium Expenditure Plan (2019-2020)



Projected Numbers based on April School Data		Comparison
Pupil Premium Information		2018
Total numbers of pupils on roll	388	443
Eligible for Pupil Premium Funding	<b>152 (39%)</b>	<b>211 (48%)</b>
Amount of Pupil Premium received per pupil	£1,300	£1,300
Total amount	£197,600	£274,300
<b>PROJECTED SPEND</b>	<b>£209,068</b>	<b>£274,432</b>

At Suffolks we have researched the main barriers to learning for our Pupil Premium Children. We have used data collected from our Pupil Premium trackers as well as analysing gaps in learning. We have also looked for patterns and similarities within our Pupil Premium group.

Our current data (April 2019) shows that 50 (33%) out of the 152 pupil premium children are underachieving. This group are identified as having several barriers to learning.

PP only	PP and Medical	PP and SEN	PP and EAL	PP, SEN and EAL	PP and Persistent Absence (PA) under 90% attendance
11 (22%)	5 (10%)	18 (36%)	21 (42%)	5 (10%)	7 (14%)
PP and Pastoral (CP, parenting support, bereavement etc) May also have other barriers (SEN, EAL, M)	PP (Looked after) There is a need to evidence this individual spend	PP and Behaviour (May also be SEN and EAL)	PP (Girls)	PP (Boys)	PP and Casual Admissions (joined school less than 6 months ago)
16 (32%)	1	10 (20%)	23 (46%)	27 (54%)	7 (14%)
PP and no previous UK schooling experience	PP (FS) May have concerns that are being supported but not identified as underachieving	PP and S&L (resource base) Not part of underachieving group			
4	12	6			

The following are the main barriers we have identified for our children

1. **SEND** - Many of our Pupil Premium children also have identified special educational needs including autism, moderate learning difficulties, speech and language and social, emotional and mental health needs
2. **EAL** - Many of our Pupil premium children are at initial stages of acquiring English (EAL). The common first languages of these children are Turkish, French and Lingala.
3. **Casual Admissions** – 35 (23%) Pupil Premium children have joined within the last year.
4. **Attendance – Overall** our school attendance is 94.81 (March 2019) Pupil Premium children’s attendance is 94.28%. However 7 of our PP underachievers are Persistent Absentees.
5. **Parental Involvement** – By analysing our Achievement for All data, we found that the children who made the accelerated progress were those whose parents were most engaged in their learning. We have now implemented a range of strategies to better engage parents in their children’s learning and are now developing the approaches adopted in FS across the whole school.
6. **Behaviour Support** – Children underachieving have a variety of behavioural issues. This may be lunchtimes or within the classroom. Some have identified SEND needs and some have attachment and relationship issues. All of which are impacting on their ability to learn and make progress.

Through effective use of Pupil Premium funding, targeted at removing these barriers we aim to

- **Improve the percentage of children who achieve mastery at KS1 in all areas**
- **Ensure that our in school gap for PP and NPP children in KS2 narrows for Reading and Maths**
- **To improve the percentage of children achieving expected standard at KS2**
- **To improve the percentage of EAL/PP children who are achieving ARE across the school**
- **To improve the progress made by SEND/PP children in reading (or relating to their individual EHCP targets)**
- **Develop better parental engagement in children’s learning across the whole school**
- **To reduce the number of PP children who are identified as PAs**
- **To ensure that the designated PP governor is informed and enabled to hold the school to account**

Our Pupil Premium priorities are addressed through our whole school development themes of:

1. Community (Parental Support, Engaging Families, Attendance and Behaviour)
2. Environment (Pastoral Care, Learning Behaviours, Learning Environments)
3. Uniqueness (Curriculum Enrichment Within and Beyond the Curriculum, Specialised Provision)

4. Success (Quality First Teaching and Learning, Celebrations, Attainment and Progress)

**Community**

<b>Barriers to be addressed</b>				
<ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Parental Involvement</li> <li>3. Casual Admissions</li> </ol>				
<b>Rational for this focus</b>				
<ol style="list-style-type: none"> <li>1. We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance is essential to improving outcomes.</li> <li>2. Parents are key in supporting effective learning as soon by a number of research projects (Sutton Trust.) Achievement for All (AfA) data showed that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and support school learning.</li> </ol>				
<b>Key Outcomes</b>				
<ul style="list-style-type: none"> <li>• Develop better parental engagement in children’s learning</li> <li>• To reduce the number of PP children who are identified as PAs</li> <li>• To ensure that the designated PP governor is informed and enabled to hold the school to account</li> </ul>				
<b>Actions</b>	<b>Lead SLT</b>	<b>Provision</b>	<b>Cost</b>	<b>Success Criteria</b>
Attendance team to monitor and focus on PP children. Action plan produced with EWO Regular pastoral care meetings addressing any family concerns in regards to attendance Data published on newsletters and shared with parents Governors to have termly report to ensure actions are in place and attendance data is improving	Gill (Deputy)	Pastoral Care Team 50% of salary (Attendance, Behaviour)  Attendance Awards, child, family  Place 2 Be  Community TA	£28,512  £1,000  £20,000  £24,000	<ul style="list-style-type: none"> <li>• Improved attendance across the school – Pupil Premium children identified and targeted support results in reduction of PAs.</li> <li>• Greater engagement and involvement of parents throughout the school.</li> <li>• Particular Pupil Premium children and families are identified and targeted for support or interventions.</li> <li>• Children’s emotional and social needs are met, enabling them to be better focused in class and ready to learn.</li> <li>• Governors challenge and ensure that pupil premium money is spent effectively</li> </ul>
Weekly attendance award Headline banner of website Each class has own attendance targets and awards	Gill (Deputy)	Marvellous Me	£500	

Phase leads to ensure that parents are invited to curriculum meetings Data to be collected on participation of parents Range of less formal opportunities to engage with families Pre assembly workshops – focussing on key subjects	Phase leads			
Half Termly Pastoral Care meetings to ensure that vulnerable children and families are given support needed Key worker for each family Information from all shared to ensure better support.	Jackie (AHT)	Equivalent of one session per week of salary	£6,215	
Ensure that Casual admissions are better tracked as a separate group on SP Analysis of outcomes to be included in progress reviews	Gill (DHT)	Equivalent of one session per week of (PT) salary	£3,045	
Total expected spend 2019/20				<b>£83,272</b>

## **Environment**

<b>Barriers to be addressed</b>
<ol style="list-style-type: none"> <li>1. <b>Behaviour Support</b></li> <li>2. <b>Parental Involvement</b></li> <li>3. <b>EAL</b></li> </ol>
<b>Rational for this focus</b>
<ul style="list-style-type: none"> <li>• Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours (EEF)</li> <li>• Parents are key in supporting effective learning as soon by a number of research projects (Sutton Trust.) Achievement for All (AfA) data showed that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and support school learning.</li> </ul>

- Research in raising attainment in EAL pupils (The Bell Foundation) has found that belonging to a specific ethnic group is a key indicator of risk of lower future attainment. EAL pupils in the ethnic groups of **White Other (Turkish)**, Black African and Pakistani have markedly lower outcomes than their peers. Speakers of Somali, **Lingala** and Lithuanian have especially low outcomes at aged 16.

### Key Outcomes

- **Ensure that our in school gap for PP and NPP children in KS2 narrows for Reading and Maths**
- **Improve the percentage of children who achieve mastery at KS1 in all areas**
- **To improve the percentage of children achieving expected standard at KS2**

Action	Lead SLT	Provision	Cost	Success Criteria
Staff member to ensure that library is open for parents and children after school	DHT (Gill)	TA to lead on Library 5 hours per week (2 after school sessions for parents and children focus on PP)	£1,156 (2 sessions of salary)	<ul style="list-style-type: none"> <li>• Improved outcomes for KS1 and KS2 in reading and Maths</li> <li>• In school gap in achievement has reduced</li> <li>• Regular use of school library by parents and children</li> <li>• Our key languages well represented within our library</li> <li>• Teachers better supported with a range of resources to better meet the needs of EAL children.</li> <li>• Improvement in outcomes for EAL/PP children, increase in children making accelerated progress</li> </ul>
Lead on EAL to produce EAL boxes, guidance, training Little bridge EAL home/school ICT programme Induction of EAL families, dictionaries given on entry	AHT (Gilly)	Update of resource boxes, replacements of stock, dictionaries	£1,000	
Lead on EAL to monitor and raise status of support needed for children. To lead EAL team of community TA and EAL lead TA		Equivalent of one session per week of salary	£6,083	
Total expected spend 2019/20				

### Uniqueness

<b>Barriers to be addressed</b>
<ol style="list-style-type: none"> <li>1. SEND</li> <li>2. EAL</li> </ol>
<b>Rational for this focus</b>

- There is some clear evidence that certain groups of children with identified needs are generally at risk of poor outcomes. These include, for example, children with special educational needs, children in care and children with caring responsibilities (Centre for Excellence and Outcomes.)
- Research in raising attainment in EAL pupils (The Bell Foundation) has found that belonging to a specific ethnic group is a key indicator of risk of lower future attainment. EAL pupils in the ethnic groups of **White Other (Turkish)**, Black African and Pakistani have markedly lower outcomes than their peers. Speakers of Somali, **Lingala** and Lithuanian have especially low outcomes at aged 16.

### Key Outcomes

- **To improve the percentage of children achieving expected standard at KS2**
- **To reduce the number of PP children who are identified as PAs**
- **Improve the percentage of children who achieve mastery at KS1 in all areas**
- **Ensure that our in school gap for PP and NPP children in KS2 narrows for Reading and Maths**


Action	Lead SLT	Provision	Cost	Success Criteria
Additional support and staffing for DSR, smaller phonics groups, Priority lead to focus on reading aspects MIDAS course for KS2 Priority TA for 1-1 support and intervention, training and supporting colleagues	Kelly (AHT)	Percentage of NNEB salary to support early reading within foundation stage  Priority TA Ren Learning AR targeted reading comprehension (KS2) Books	£1,884  £20,640 £2,074	<ul style="list-style-type: none"> <li>• Individual children on wave 3 intervention make accelerated progress (PP Trackers)</li> <li>• Children with SEND and PP aspects make accelerated progress. (First Year's Focus READING)</li> <li>• Functional Language assessment used shows progress in English acquisition</li> </ul>
AR reader – all books if appropriate to be catalogued and AR quizzes to be used at home as well as school Regular celebrations of achievements Lead to share analyses of usage with teacher		Chrome book loans to ensure home access to learning platform and AR Ren Learning	£500  Lease, warranty and insurance of chrome books @ £400 (Maximum of £2,000)	
Individual wave 3 approaches used to key children	Andrea (Head)	Priority Lead teacher for reading	£1,100 (50% of TLR)	
<ul style="list-style-type: none"> <li>• Underachievers PP</li> <li>• PAs (PP)</li> </ul>				

EAL intervention lead TA – 3 levels of support for children learning English, 5 mornings per week for new to English, 2/3 sessions for next stage and in class support for stage 3.	Gilly (AHT)	Lead TA for EAL intervention	£25,884	
Reading recovery or Accelerated reading teacher.	Jackie (AHT)	Additional teacher (2 days of 3 day role)	£20,732	
Total expected spend 2019/20				<b>£74,814</b>

## Success

<b>Barriers to be addressed</b>				
<b>ALL BARIERS</b>				
<b>Rational for this focus</b>				
Refer to above				
<b>Key Outcomes</b>				
<ul style="list-style-type: none"> <li>• To improve the percentage of children achieving expected standard at KS2</li> <li>• Improve the percentage of children who achieve mastery at KS1 in all areas</li> <li>• Ensure that our in school gap for PP and NPP children in KS1 narrows for Reading and Maths</li> </ul>				
<b>Action</b>	<b>Lead SLT</b>	<b>Provision</b>	<b>Cost</b>	<b>Success Criteria</b>
Phase leaders to ensure that underachievement in all forms is addressed Raised profile of PP children 26 children identified as target group is priority for monitoring and evaluation Consistent use of PP tracker Lead on interventions and ensure best of support staff	Andrea (HT)	Phase leaders (non classed based) support with intervention, planning, identifying children	£37,743 1 Day of AHT salary	<ul style="list-style-type: none"> <li>• ‘No child is left behind.’ Whole school approach to underachievement ensure that children are identified and appropriate action is put in place (Based on the 50 underachieving children – individual targets to be used)</li> </ul>

Inform governors and HT on termly basis		Small group or individual tutors for Y5 and Y6		
Use 'Marvellous me' to develop ways to track parental involvement, monitor and track individuals and key groups identified <ul style="list-style-type: none"> <li>• Underachieving PP</li> <li>• PAs</li> <li>• Casual admissions</li> <li>• EAL learners (Turkish, Lingala)</li> <li>• SEMH children (SEN)</li> </ul>		Easter school – target Year 6	£2,000	
Highly funded intervention Wave 4 where needed. Phase leads to ensure that quality first teaching is being used and all interventions have been offered prior to this	Andrea (HT)	Individual approaches, tutoring, homework, enrichment, coaching etc	£3,000 (maximum)	
Higher achieving PP children are identified and supported and tracked to ensure that they make continual progress and reach higher levels.	Kelly (AHT)			
Total Spend 2019/20				<b>£42,743</b>

Reported updates to Full Governors		
Spring 2019 (plan)	Summer 2019 (review)	Autumn 2020 (review)
 <small>Rosemary Stanley-McKenzie Acting Chair of Governors</small>		
<i>Chair of Governors</i>	<i>Chair of Governors</i>	<i>Chair of Governors</i>