

Pupil Premium Grant Expenditure

2019-2020





Thrybergh Primary School

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Rationale

Thrybergh Primary School is committed to enabling all pupils to achieve to the best of their abilities. We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. The available evidence suggests that the amounts of parental investment in the early years is the important resource and this is not always closely linked to family income or parental education. Impoverishment is not so much about the lack of money as it is about the lack of cognitive and noncognitive stimulation given to young children. We therefore reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and at risk. Our allocation of funding is based on a large body of research in social science, psychology and neuroscience including the Educational Endowment Foundation (EEF). We intend to invest in the developmental growth of at risk children through main programs of development.

Number of eligible children: 74

Budget: £132,220

Teaching/ Learning/ Cognition - £67,624

A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.

The enhancing of early reading acquisition skills and phonics and the continuation of a high focus on reading for life. The long term impact of early support in children's reading is well documented. Early reading is a documented precursor of 'school readiness'. Phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is more effective on average than other approaches to early reading, though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Children's language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches include reading aloud and discussing knowledge rich books with young children, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.

We acknowledge that not all children in school have been part of programs of development and as such we have also established remediation to support those children who have yet to see the deficit disappear. Abbott et al. (2013) found that more successful headteachers placed a strong emphasis on identifying individual pupils' needs for targeted interventions and mentoring and tutoring were identified as the key strategies. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.

	Item/Project	Cost	Objective	Outcome	Impact

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	<p>SLT data analysis ensures information collected is accurate and consistent across the whole school</p> <p>To ensure Pupil Premium funding is targeted at effective actions to meet the needs of the 2019-20120 Pupil Premium cohort.</p> <p>Y6 booster classes – up to x2 times per week</p> <p>For the whole year: Additional small group support for low attaining children in Y6</p> <p>Teaching Assistants used to deliver targeted interventions (as set out on class provision maps) across school and cover in class to allow class teacher to lead AFL interventions</p> <p>Success For All Programme</p>	<p>15 hours p/w Teaching Assistant time</p> <p>5 hours p/w Assistant Headteacher time (Autumn Term)</p> <p>3 x TAs - £5,000 per TA</p> <p>Resources CPD</p>	<p>SLT to make regular use of data to identify all children who are at risk of underachievement and specifically focus on the progress of pupils entitled to Pupil Premium</p> <p>Teachers to identify needs of Pupil Premium cohort. Quality assurance of the delivery of actions to ensure perceived impact matches up to quantifiable measures.</p> <p>Raise attainment and narrow the gap for low attaining children in Y6.</p> <p>Raise attainment of those children not making expected progress.</p> <p>Raise attainment and narrow the gap for low attaining children in Y6 and those not making expected progress.</p> <p>To raise attainment of lower attainers across school in Reading, Writing and Maths. To raise attainment of children not making expected progress in Reading, Writing and Maths. To address misconceptions promptly</p> <p>To improve teaching and learning - focusing on literacy Secure sustainable improvement Empowers leadership and builds capacity</p>	<p>Supply cover ½ day monthly - £200 £2400</p> <p>All staff aware of children entitled to pupil premium Children tracked as vulnerable group</p> <p>Pupil premium needs analysis completed</p> <p>£5000</p> <p>£12 876</p> <p>£15,000</p> <p>£20,000</p>	
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			Develops effective use of data illustrating real time progress		
	CPG Revision Guides	24 x £2.00	KS2 revision guides for Y6 children to help prepare for SATs.	£48	
	Reading challenge books		Improve reading for pleasure	£5300	
	Booster classes for Y6 children		HLTA 2 hours per week to support students in booster sessions	£1300	
			Y6 booster class and intervention @ RCS	£6000	

Communication/ Language/ Interaction - £8,830

We acknowledge that not all children, have equality of access to school provision as such we retain a small budget to help offset and cover the costs of activities for disadvantaged and vulnerable pupils.

Teaching assistants work alongside teachers to deliver oral language interventions, specifically aimed at children with low oracy (or English as an additional language). This intervention is designed to emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, evidence shows pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). There is consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult.

	Financial support for children on educational visits.	74 children @ £20 each	Raise attainment of low attainers by increasing curriculum engagement through equal access to educational visits. To ensure that all pupils have access to a curriculum which is enriched by quality experiences yet does not burden families with significant costs	£1480	
	Financial support for children on the Y6 Scarborough residential visit	15 Children @ £170	To ensure that all pupils have access to a curriculum which is enriched by quality experiences yet does not burden families with significant costs	£2550	
	Additional hours from Speech and Language Therapist X ½ day per week		Improve readiness for learning and impact on attainment in FU and lower KS1. Identify S&L issues: Work with individual children on bespoke intervention programmes and provide advice for other professionals in school.	£4800	

Sensory/Physical/ Extended provision £11,500

After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Improved outcomes have been identified in English, mathematics and science learning. The impact of this support contributes to pupils’ improved confidence and social integration, and further enhances pupils’ progress. CPAG reports, children and schools like extended services: Eighty-six per cent of head teachers said the services had improved children’s access to sport and cultural activities, 77% said their services supported parents, 70% that they engaged parents with the school and their child’s education. Although participation in sports may not directly transfer to academic attainment, the effects on motivation, self-esteem and attendance have been documented.

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	<p>Ensuring all children have access to a range of activities beyond the school day to meet the learning, development and physical needs of children, their families and wider community, providing stability and helping to improve learning and life chances.</p> <p>Scotty’s Heroes 1 full day session a week, including breakfast club and afterschool club.</p> <p>WPT Sports Competitions</p>	<p>1-year contract at a cost of £7000</p> <p>Transport costs/ staffing</p>	<p>Variety of after school provision until 4:00pm -priority places given to PP children.</p> <p>Breakfast club provision – priority places given to PP children</p> <p>Homework club and provision of resources and IT access.</p> <p>John Bell extended schools programme. Free to PP children.</p> <p>Participation in physical activities and team building to boost self-esteem and confidence.</p> <p>Sports participation – participation in school games sports festival timetable</p>	<p>Ulley - £500 x 5 Climbing - £200 x 3 Sports festival entry - £100 Breakfast club is well attended by PP children. These children have priority places. Therefore, children are ‘ready for learning’ at the start of the day.</p> <p>£7000 £1000 resources</p> <p>£300</p>	<p>To close the gap by ensuring all pupils have access to develop skills and talents outside of the curriculum. That they have the opportunity to play sport. To discover and develop talents within.</p>
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Social, Emotional, Mental Health £27,704

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Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

We acknowledge the following from the Pupil Premium Conditions of Grant.

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan. The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.

	<p>Breakfast club for children to ensure healthy start to the day, attendance and punctuality during the Y6 booster programme</p> <p>Additional hours for Learning Mentor to focus on 1:1 attendance and social/emotional issues with children and their families. Including TAC, TAF, CP meetings.</p> <p>An additional Learning Mentor to support individuals and small groups to meet their emotional, behavioural and social needs.</p>	<p>TA 2 hours per week</p> <p>15 hours p/w Senior Learning Mentor time</p>	<p>To raise self-esteem and confidence of children eligible for PPG through regular attendance at the booster programme</p> <p>Reduce persistent absence; raise attendance of PPG children to 96% and above.</p> <p>Address confidence / self-esteem issues / increasingly positive attitudes towards learning / decrease in behaviour related incidences. ELSA Support worker</p>	<p>£1000 Resources - £1000</p> <p>£1844</p> <p>£17,860</p>	
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	<p>Early intervention – daily learning mentor sessions for children with specific barriers to learning.</p> <p>To ensure equality of access and support for CLA.</p>		<p>Raise attainment of low attaining across school. Address confidence, self-esteem issues</p> <p>Attending PEP meetings for each Pupil. Maintaining EPEP for each pupil Attendance at 6 monthly reviews for each pupil. Contact and liaison with external agencies. Learning mentor provision for support work for each child.</p>	<p>£5000</p> <p>£1000</p>	
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Other £9,500

Wider research has looked at the characteristics of schools that influence pupil performance. Attendance at school is related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). School is currently supporting a small number of disadvantaged pupils who have poor attendance.

	Piggy Bank Attendance		<p>Reduce persistent absence; raise attendance of PPG children to 96% and above.</p> <p>Staff lead to make regular use of data to identify all children who are at risk of poor attendance and specifically focus on the attendance of pupils entitled to Pupil Premium.</p> <p>Reduce persistent absence; raise attendance of PPG children to 96% and above.</p>	<p>£3000</p> <p>Data requirements identified and data to be collected in respect of:</p> <ul style="list-style-type: none"> ✓ Year group ✓ Gender ✓ Individual level ✓ Vulnerable groups 	
	Pupil Premium Leader	Member of the Senior Leadership Team	<p>To monitor impact of pupil premium spend on the progress and attainment of eligible children</p> <p>To raise accelerate progress and raise attainment by giving children the best possible start to the day.</p>	<p>£4500</p>	
	Christmas Pantomime	External provider	<p>To ensure that all pupil have opportunities to engage with engaging, inspiring activities.</p>	<p>£2000</p>	