[](http://alexandraprimaryschool.co.uk/) Pupil Premium Spending Plan 2019 to 2020

**Background**

The Government believes that the Pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low- income families who are currently known to be eligible for FSM and for children who are or have been looked after (LAC.)

Eligibility for the Pupil Premium is extended to any child who has been in receipt of free school meals at any point in the last 6 years. Research has highlighted that as a group, children eligible for FSM are likely to have lower educational attainment than those children who have never been eligible for FSM.

A Premium has also been introduced for children whose parents are currently serving in the armed forces.

**Rates for eligible pupils**

The PPG per pupil for 2018 to 2019 is as follows:

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| |  |  | | --- | --- | | **Disadvantaged pupils** | **Pupil premium per pupil** | | Pupils in year groups reception to year 6 recorded as Ever 6 FSM | **£1320** | | Pupils in years 7 to 11 recorded as Ever 6 FSM | **£935** | | Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | **£1,900** | | Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | **£1,900** | | The [early years pupil premium (EYPP)](https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-pupil-premium) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. | **53p hour/ £302.10** | | **Service children** |  | | Pupils in year groups reception to year 11 recorded as Ever 5, Service Child or in receipt of a child pension from the Ministry of Defence | **£300** | |  |
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| For further information: |  |
| www. Pupil premium 2015 to 2016: conditions of grant |  |
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**Pupils eligible for PPG by Class**

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| **By class** | **June 2019** | **September 2019** |
| **Peru** | **11** | **TBC data comes in Nov** |
| **Panama** | **8** | **10** |
| **Paraguay** | **6** |
| **Cuba** | **5** | **6** |
| **Costa Rica** | **5** | **7** |
| **Colombia** | **12** | **5** |
| **Chile** | **10** | **5** |
| **Argentina** | **9** | **11** |
| **Bolivia** | **10** | **11** |
| **Nicaragua** | **7** | **9** |
| **Mexico** | **10** | **10** |
| **Venezuela** | **12** | **5** |
| **Puerto Rico** | **14** | **8** |
| **El Salvador** | **15** | **16** |
| **Espana** | **18** | **13** |
| **Total** | **149** | **116 without nursery pupils added** |

**3 LAC pupils**

**We intend to spend the PPG to support children’s learning in the following ways. It will also be linked to the schools priorities as seen in the SIP:-**

**PPG spending Plan 2019 to 2020**

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| **Use of funding** | **Outcomes** | **Cost** | **Impact** | | | **Next steps** |
| **Pupil Welfare** |  |  | **Autumn 2019** | **Spring 2020** | **Summer 2020** |  |
| **Additional support for Educational Psychology service**  **(Buy in 15 days 2019 to 2020)** | Strategy in place to assess barriers and support pupils to overcome difficulties quickly. Help children to access long term support if required. | **School to buy in 15 days provision plus 3 statutory half days approx.. £10,000** |  |  |  |  |
| **Counselling** | Children to be able to express worries or concerns that have that may prevent them from developing their emotional well- being. Parents can also access provision to talk about concerns. | **1x day week x39 weeks**  **Total £6000** | *3 children being seen weekly.2/3 PPG*  *Up to 6 pupils each week being seen in Talk time weekly* |  |  |  |
| **Funding for learning mentor to support work on family involvement and pastoral care in school** | Develop a strong link between the school and hard to reach families. Signpost families to services and facilities that will be of benefit.  Support parents in their knowledge and understanding of how to help their child.  Mentoring of children who have emotional/social needs | **Approx £18,000** | *Learning mentor has set up referral process for pupils. Sessions provided weekly to focus on social skills, emotional well being and work mentoring.*  *Exit interviews/ assessments will be held to assess efficacy at end of term* |  |  |  |
| **Breakfast provision through the year for families experiencing crisis** | Children have a positive start to the day and a healthy breakfast | **39 weeks @ £10 per week**  **Total £390** | *Pupils have been signposted to the club when families experiencing difficulty.* |  |  |  |
| **After school club provision throughout the year for families experiencing crisis** | Children are given high quality childcare at the end of day when difficulties in the families arise. | **Budget for 6 children x 2 weeks= £1000** |  |  |  |  |
| **Chill out club**  **Playground support** | Children supported emotionally at lunchtimes in order to develop social skills and enjoy unstructured time | **Learning mentor 30 mins x 5 times week for KS1**  **Learning mentor 30 mins x 5 times week for KS2**  **10 Tas x 30 mins x 5days per week**  **=£1,700** | *All staff currently providing play and activity activities in the playground. Incidence o poor behaviour has reduced – as observed by staff and by comparing incidence of blue forms from same time period last year* |  |  |  |
| **Uniform provision for families unable to provide it** | Children to access school uniform so can feel well cared for and engaged as part of the school community | **£100** |  |  |  |  |
| **Raising Standards** |  |  |  |  |  |  |
| **Booster EAL/Maths sessions.**  **daily led by**  **support staff** | All children attending have increased number knowledge and automaticity with key skills | **Preparation of resources and delivery**  **= £4,000**  **30 mins x2week**  **30 minutes delivery 2x week with 3 cohorts.** | EAL phonics group set up for new arrivals in Autumn 1 |  |  |  |
| **Lunchtime provision** | Lunchtime provision provided by Teaching assistants to esure continuous high quality support for all children from staff who know them well and can support their social skills and well being throughout the school day in formal and informal times. | **50 mins**  **4.5 hours of TA time** | **See above** |  |  |  |
| **Training programme for teaching assistants**  **30 minutes x weekly** | All support staff well trained and knowledgeable in the interventions they are delivering. | **Time/ resources led by SENco**  **15 TAs x30 mins x 39 weeks= £390**  **SENCo costs**  **= £1,000** | *Weekly training x 30 mins being held . Topics linked to school priorities.* |  |  |  |
| **Additional intervention sessions to boost levels and provide catch up learning** | Identified support staff deliver catch up sessions 2x week  Pupils making expected or better progress. | **Costing as part of TA salary**  **Also to include 1 ½ days of SENCO teacher time and 1 ½ days of learning mentor support time** | *Interventions timetabled for pm in Autumn 2.*  *Exit information available at end of term* |  |  |  |
| **Support for EYFS with settling, SALT and well- being and social skills** | Skilled language support assistant develops children’s skills in language and communication through cross curricular teaching | **£10,000 ( ½ timetable of Speech and language specialist TA- KN)** | *Supporting with early identification of need. Supporting the school with referrals to services and joint working with OT service* |  |  |  |
| **EYFS practitioner assesses children in Nursery an reception with Well Comm assessment materials** | During Autumn children are given baseline assessments using the Well comm materials. Information used to target support for learning, | **Autumn term assessments**  **3 days x 15 weeks for HLTA (SU) to assess and put in place interventions** | *All children in Nursery and Receptionhave been assessed using the materials by Autumn 1. Baseline data will support delivery of speech and language interventions and support* |  |  |  |
| **Parent workshops to support with families being able to access the curriculum and their children’s learning** | Increased involvement with families and support for pupils from homeDelivery of sessions on Phonics and reading journals to be delivered in Autumn term |  | *TBC* |  |  |  |
| **DSR Reading intervention in Year 1 to ensure comprehension.** | Children leave year 1 with a passion for reading and a good level of reading skills and understanding of texts | **SENCO admin time 2 ½ hours per week = £2,500**  **TA release time £5,000 to cover the daily reading** | *DSR in Year 1 set up.*  *Groups delivered weekly* |  |  |  |
| **Extended DSR Reading intervention in Year 2 and with PPG underachieving pupils to ensure comprehension** | Children leave year 2 and other year groups with a passion for reading and a good level of reading skills and understanding of texts | **TA release time £5,000 to cover the daily reading** | *DSR continued into year 2* |  |  |  |
| **Author visits and writers workshops.**  **We are Writers ( Book publishing initiative)** | To increase childrens self esteem and sense of themselves as an author. To develop understanding of the writing process from ideas through to editing.  Producing a school book with children written work | **£3,000 plus costs for publishing children book** |  |  |  |  |
| **Resources bought to support Black History month initiative with books purchased on theme of Black authors** | To raise the profile and knowledge of black authors within the school: to encourage aspirations and engagement particularly amongst PPG/ BME pupils | **£500 to pay for books and resources for the month and beyond.** | *A range of books by Black authors purchased and studied by classes. Displays up around school.* |  |  |  |
| **Artist/ Poet in residence/ Poet visits** | Children have increased opportunities to explore creative arts and produce own work  Neil Zeter to visit in | **£6,000 per year** | *Neil Zeter to visit* |  |  |  |
| **DEBATE MATE** | Children given opportunity to become involved in the art of debating. | **£2000** | *Set up by SS and running in Autumn 2.* |  |  |  |
| **SATS breakfast and healthy snacks** | To support year 6 children with their readiness for tests during SATS week | **£200** |  |  |  |  |
| **Enrichment** |  |  |  |  |  |  |
| **Cost of visit to PGL residential centre subsidised**  **PPG Children experiencing considerable financial hardship to have further subsidy** | All children able to attend the residential centre and widen their life experiences giving them confidence and motivation | **£100 subsidy for PP children in year 5**  **£2,600** | *Parents will be given discount if experiencing hardship paying the full cost* |  |  |  |
| **Visits to theatre and exhibitions in London** | Wider life experiences giving motivation Increased self confidence, greater independence, development of own interests and hobbies. Raised aspirations and awareness of opportuniites. | **1 trip per term per class**  **12x £100**  **£1,200 Enrichment visits planned each half term for PP children**  **Total £3000** |  |  |  |  |
| **Additional after school club sessions provided free of charge to targeted children- Fencing , archery, music, basketball, girls football** | Greater range of experiences and challenges provided for targeted pupils | **Staff to deliver the intervention**  **1 hour x 5 x week**  **(25x 5x 39 weeks= £5,000)** | *Funded places given for music club and sports clubs.* |  |  |  |
| **Circus skills day** |  | **£300 per day for 300 children** | **TBC** |  |  |  |
| **Individual Musical instrument tuition** | Children to have the opportunities to learn a musical instrument | **1 child x 14 weeks = £140** |  |  |  |  |
| **Orchestra** | Children can learn a range of instruments and form the schools orchestra. Priority place give to PPG children who enjoy music | **Tuesdays 8.00-8.50 x 39 weeks with KS**  **Cost TBC** |  |  |  |  |
| **After school Music club** | Free and subsidised places given for PPG children | **1 x week x 60 mins for KS2 pupils x 39 weeks**  **1 x 60 mins x KS1 pupils x 39 weeks** |  |  |  |  |
| **Choir** | Children to enjoy singing as a group and to learn a range of songs from a variety of cultures and styles | **1 x week @8.00-8.50 x 39 weeks with KS** |  |  |  |  |

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| **TOTAL PUPILs** | **Summer term 2019** | **Autumn term 2019** | **Spring Term 2020** | **Summer term 2020** |
|  | **149** | **116** |  |  |

**Appendix 1 Reviewing the use of Pupil Premium: (Adapted from DfE guidance anfrom Hackney Learning Trust)**

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|  |  | **Does the school…..?** |
| **1** | **Knowing the vulnerabilities of all Pupil Premium pupils** | * Ensure all staff are able to identify and are aware of the potential barriers to learning for PP pupils * Identify and analyse current patterns of vulnerability * Select staff to lead on identifying issues and vulnerabilities of the PP pupils * Review the progress of all PP pupils |
| **2** | **Assessment and tracking for all PP children** | * Assess and track the progress of PP pupils Overlay tracking data with attendance data and look for any patterns * Check whether PP pupils also fall into other vulnerable groups eg SEND/ EAL * Ensure all staff have high expectations of PP pupils * Continually review and monitor the consistency and rigour of assessment and tracking * Ensure all staff/ parents/ carers/ pupils and governors are aware of the expected rate of progress of all pupils and are aware of any differences between PP and non PP |
| **3** | **Monitoring and evaluating impact and analyising data** | * Rigorously analyse data of PP pupils * Check PP pupils are on track/ check for common traits * Use evidence from data to make decisions about future provision * Offer appropriate interventions based on need * Be clear about how SLT and all staff analyse and act on data analysis of PP pupils |
| **4** | **Identifying the right provision for all Pupil Premium pupils** | * Instil the need for all staff to address underperformance of PP pupils * Make appropriate modifications to QFT including guided work, to suit learning styles * Ensure group/ individual interventions are accurately recorded and that pupils have opportunities to apply and consolidate learning in a range of contexts. * Identify staff with relevant skills to provide additional provision for PP pupils at risk of underperforming |
| **5** | **Developing the quality of provision for all Pupil premium pupils** | * Gather evidence of successful practice which raises attainment of vulnerable pupils * Evaluate the impact of the quality of provisions for PP pupils through:- * Pupil voice * Data analysis * Work scrutiny * Observations * Teacher feedback * Parent feedback * To identify successful approaches in Alexandra Primary * Adapt school provision to meet current and future needs. * Keep staff regularly updated on effective strategies/ interventions for tackling underperformance of PP pupils |
| **6** | **Developing the workforce** | * Develop full knowledge and understanding of specialist expertise in working with PP pupils * Identify relevant CPD to develop relevant skills * Identify professional development opportunities to strengthen current practice * Develop systems and structures to respond to the changing needs of PP pupils e.g. extended day provision |
| **7** | **Parental engagement** | * Share information about pupil progress with their parents and carers and discuss any additional provision being offered * Encourage parents to stimulate/ motivate their children to achieve their aspirations |