

WELSH HOUSE FARM COMMUNITY SCHOOL

"Inspired to grow and flourish."

PUPIL PREMIUM 2019/2020

Total: £193,660

(includes estimated £80,691 from 2020/2021 allocation)

The Pupil Premium is an amount of money (additional to main school funding) the government allocates to each school, to support all pupils to reach their potential.

It is particularly aimed at pupils from disadvantaged backgrounds. Schools receive funding based on pupils who are eligible for Free School Meals or who have been eligible at any point in the last 6 years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. It is aimed at closing the gap in attainment that exists between disadvantaged pupils and their peers.

Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families. School are required to report this information.

The barriers that Welsh House Farm Community School faces are:

- Low starting points for pupils in key areas such as Language and Communication;
- Lack of wider experiences for pupils to use as a scaffold to learning in all areas of the curriculum;
- Newly arrived families in the UK, some with limited understanding of the education system;
- High number of English as additional language (EAL) families and families where English is the second language spoken in the home;
- Issues around Attendance and Punctuality acting as a barrier to learning, with difficulties engaging hard to reach families and ensuring regular attendance;
- Difficulties in families promoting a healthy lifestyle through diet and exercise due to financial restraints.

How we will spend Pupil Premium Funding to overcome these barriers.

Total: £193,660

(includes estimated £80,691 from 2020/2021 allocation)

| | |
|---|-------------------|
| Enhancing the curriculum through: The provision of a wide range of extra-curricular activities including creative clubs and music tuition in drums and guitar. A wide range of Educational Visits including a residential experience for Y6 children. Workshops delivered in school by external organisations and individuals. Participation in both competitive sporting and academic events Provision of all clubs and extra-curricular activities | £45,000 |
| EYFS TA supporting children with SEN (R Siddaway) | £21,000 |
| 1:1 Tuition (JR) | £2,000 |
| Full time Family Worker (100%) | £38,926 |
| EAL Intervention (50% of 70%PP) | £9,000 |
| CPD for all staff | £3,574 |
| Training for Intervention provided by teaching assistants e.g. speech and language, precision teaching, turnabout training | £6,000 |
| Employment of experienced Mentor working with children on a regular basis including Summer School provision | £20,250 £5,000 |
| New behaviour strategy and staffing support (70% cost of RF) | £40,985 |
| Expenditure anticipated during the course of the academic year to further support closing the gap in attainment between disadvantaged pupils and their peers. | £1,925 |
| TOTAL EXPENDITURE | £193,660 |

Reason for choosing approaches outlined above to overcome these barriers.

Having carried out case studies in our setting, we have identified key approaches that would support PP pupils reaching their true potential.

We use this in conjunction with the Education Endowment Foundation Teaching and Learning Toolkit to choose our approaches carefully to ensure maximum impact for our PP pupils. The EEF is an independent resource which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit is an accessible summary of educational research. It currently covers 21 topics, each summarised in terms of their potential impact on attainment, the strength of the evidence supporting them, their cost, and their applicability.

EEF Approaches Considered to be appropriate for our pupils.

Feedback (high impact for low cost)

Reading comprehension strategies/interventions (high impact for low cost)

Oral languages Interventions (high impact for low cost)

Phonics intervention (moderate impact for very low cost)

Outdoor Adventure learning (moderate impact for moderate cost)

Parental engagement (moderate impact for moderate cost)

Behaviour Intervention (moderate impact for moderate cost)

Social and emotional learning (moderate impact for moderate cost)

One to one tuition (moderate impact for high cost)

Sports participation (low impact for moderate cost)

Summer Schools (low impact for moderate cost)

Measuring Pupil Premium Spend.

Will we measure the impact of Pupil Premium throughout the year and finalise an end of year **IMPACT REPORT**.

We will need to close the gap by:

- **Raising attainment in Core Subjects (Reading, Writing and Mathematics) in EYFS, KS1, KS2 and the Resource Base for PP/EAL Children through quality first teaching and effective interventions.**
- **Increasing the percentage of pupils achieving age related expectations in Communication and Language in EYFS through quality first teaching and effective interventions.**
- **Increasing the percentage of pupils achieving age related expectations in Knowledge and Understanding of the world in EYFS (Educational Visits/Visitors)**
- **Improving attendance for PP Children.**
- Increasing the participation of PP children in OOHL, Sports Clubs, Music Tuition
- Ensuring a wide range of experiences/opportunities are provided within the school year to ensure PP pupils have the knowledge and understanding to support their learning and development.
- Ensuring a high percentage of PP Pupils attend Summer School.
- Increasing parental involvement in school – More Inspire Workshops to include Parental Guidance on issues around the community, health, e-safety, crime etc.
- Ensuring Behaviour is not a barrier to Learning.

Impact Log - Working Document from September 2019

Pupil Premium Spend - 2019-2020

Pupil Premium – End of Year review statement for 2019-20

Shortly after completing our mid-year review of Pupil premium expenditure in February 2020, many schools in England were affected by the coronavirus pandemic. Throughout the period of closure, Welsh House Farm Community School and Resource Base continued to provide care and support for the children of key workers and our most vulnerable pupils.

We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Welsh House Farm have worked hard to mitigate this. We have provided home learning activities, both online and in paper-based format and a wide range of resources for all pupils including communication books and sensory equipment. We are aware that internet access has been problematic for some families and have endeavoured to provide support where this is the case, e.g. delivery of laptops/learning packs to pupils' addresses. We also contacted every family weekly and for our most vulnerable families, this included many doorstep visits. Staff went beyond to support families, this included for some families: delivering FSM vouchers, socially distanced doorstep visits and working with additional services such as social care, health teams and education welfare to ensure that families are supported.

Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages begun to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps which have come about during the lockdown period, particularly so for disadvantaged children. We have, of course, continued to provide home learning opportunities for those children who will not be re-joining us until September.

We are now thinking ahead to the new academic year and to what a 'recuperation' curriculum needs to look like for our children, including our disadvantaged and vulnerable pupils. This has informed the planning of 2020/2021 strategy for raising the attainment of disadvantaged children at this school. Alongside our original plans implemented in 2019, we will focus on:

- Identifying learning gaps and putting high impact strategies in place to address them
- Improved use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties
- Strengthened and improved levels of personal choice and engagement and pupils' capacity to regulate their own behaviour and learning
- Developing good emotional health, self-regulation, happiness and wellbeing
- Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement
- Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves