

# 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. Schools 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
<b>TOTAL EXPENDITURE</b>	<b>£193,660</b>

**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

Closing the Gap by:	Actions So Far...	Impact So Far...
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.	<p>End of Year Attainment/Progress targets have been set for All pupils – including PP/EAL pupils. Targets are challenging to support closing the gap.</p> <p>Interventions have been planned and implemented for the Autumn term (12 week programme).</p>	<p>Specific Pupils are receiving quality interventions to support closing the gap.</p> <p>Initial review of progress is good for the majority of interventions.</p> <p>Some pupils have even made accelerated progress in handwriting, phonics and reading.</p>
Increasing the percentage of pupils achieving age related expectations in Communication and Language in EYFS through quality first teaching and effective interventions.	<p>End of Year Attainment/Progress targets have been set for All pupils in EYFS for each ELG's.</p> <p>Speech and Language Interventions are in place to support accelerated progress in communication and Language</p>	<p>Pupils are receiving quality interventions to support closing the gap.</p> <p>Initial review of progress is positive. Pupils are making good progress.</p>
Increasing the percentage of pupils achieving age related expectations in Knowledge and Understanding of the world in EYFS (Trips/Visits)	<p>Visits from Police and Fire Services have been arranged.</p> <p>Autumn Term trip to theatre has been arranged</p>	<p>EYFS have experienced a range of trip and visits to help them develop a better understanding of the world.</p>
Improving attendance and Punctuality for PP Children.	<p>Attendance for all Groups is being monitored.</p> <p>Attendance team applying a range of successful strategies to encourage attendance.</p>	<p>Attendance/Punctuality team continue to do first day calls, home visits, arrange meetings, issue letters for those pupils who have gone below the attendance threshold or punctuality is a concern. The majority of Individuals directly involved with the Attendance/Punctuality team have improved in the area concerned.</p>
Increasing the participation of PP children in OOHL, Sports Clubs, and Competitions.	<p>Pupil Premium pupils are involved in OOHL (Sports Clubs, After School Clubs, and Sports Competitions).</p>	<p>PP pupils have access to a variety of experiences that promote health and wellbeing. The uptake in</p>

	<p>We have broadened our OOHL provision to include a wide range of other activities such as Lego Club, Science Club, Book Club, Art Club and Forest School Club, Playdough Club and much more that will take place throughout the year.</p>	<p>clubs increased the previous year and we now have waiting lists for all clubs.</p>
<p>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.</p>	<p>Every Class have arranged a minimum of two purposeful trips/experiences for the Autumn Term.</p> <p>We have Celebrated Black History Month Diwali, Christmas and much more.</p>	<p>Pupils have been provided with a range of experiences to support their learning in class. Every Experience is carefully linked to the curriculum and/or the pastoral needs of our pupils so they benefit from every experience.</p>
<p>Increasing parental involvement in school – More Inspire Workshops to include Parental Guidance of issues around the community, health, e-safety, crime etc.</p>	<p>Inspire Workshops have been agreed and carried out for Autumn Term.</p> <p>A range of coffee Mornings and Support Meetings have also taken place during Autumn Term.</p> <p>A push on getting parents to engage with Marvellous me took place this term.</p> <p>A PTA was set up last year and continues to develop this term.</p>	<p>Good parental engagement. Parent Feedback stated that they have been a useful tool to support learning at home.</p> <p>Parent uptake in coffee morning and support meetings have been baselined and we look to improve engagement throughout the year.</p>
<p>Ensuring Behaviour is not a barrier to Learning.</p>	<p>Behaviour system has been implemented – Supporting transition times.</p> <p>Groups are being monitored and support is being put in place.</p> <p>CAR meetings have taken place to discuss children at risk and support, mentoring and strategies for individuals have been agreed and carried out.</p>	<p>Behaviour Incidents continue to decrease.</p> <p>First aid incidents continue to increase.</p> <p>Pupils on behaviour plans and Monitoring books have decreased.</p>
<p>Ensuring a high percentage of PP Pupils attend Summer School</p>		